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PEABODY JOURNAL OF EDUCATION

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A STUDY OF NASHVILLE'S ALL-YEAR SCHOOL

HOLLIS L. CASWELL
George Peabody College for Teachers

In 1924 the school term in Nashville was reorganized upon a quarter basis and a summer quarter was added to the regular school year, thus making all-year schools. The reorganization was achieved easily because the regular term had been composed of two semesters, each four and one-half months in length. Under the new organization the nine months term was divided into three quarters of twelve weeks each and a fourth quarter of equal length was added during the summer. The time to complete a grade remained nine months, but the work was divided into thirds instead of halves. Correspondingly, each grade was formed into three divisions, the division covering the first third of the work being designated as section C, the one covering the second third of the work as section B, and the one covering the last third of the work as section A. Each of the four quarters of the year, work was offered in each of the three sections of the respective grades. Attendance was made compulsory for three quarters of the year with provision for pupils to choose whether or not they would attend the fourth quarter. Thus, all pupils were required to attend school at least for the usual compulsory attendance period of nine months each year during which time they would cover the work of one grade, while those who wished to attend the full year could do so and cover the work of a grade and one-third. Those pupils who wished to take a vacation were permitted to select any quarter of the year for that purpose.

Although the Rule of the Board of Education which provided for the summer quarter stated that it was organized to care for "those pupils who wished to either make up lost time or gain advanced standing" the Superintendent of Schools stressed the fact that the summer quarter was as any other quarter of the year and all pupils were encouraged to attend. The administration's attitude is shown by a statement in the Senior High School Course of Study.

The Summer Term is the same length as each of the other three terms, and the limits covered in major studies and the rate of progress are the same as during any other term. The Summer Term is, therefore, not a term for speed-up work, but one in which work is carried on at the normal rate of progress.[1]

Superintendent H. C. Weber stressed the same point in an address to the Department of Superintendence of the National Education Association in 1925.

It was seen that a summer term of shorter duration than the other terms of the year would be of use to those who failed in grade and who could therefore go over the regular term's work in less time than was required for the first effort, and also, to those of exceptional ability who could do much more work in a given time than was laid out in the course of study. Thus, it was realized that a summer term shorter than the regular one would be of use only to the very dull and the very bright—leaving the large majority without school opportunity for the summer, or else, unwisely rushing them over work poorly done.[2]

Various arguments were advanced for the all-year school, the most fundamental one being stated in the address referred to above.

***pupils would make one and one-third year's work in one year's time, and, if they did this three calendar years, they would be four years advanced in their work. Thus, some could gain during the entire course one, two, or three years, depending upon how much time their necessities or pleasures kept them out of school.[3]

The argument given above is basic to the Nashville organization. The school program has been organized and operated upon the assumption that a child can accomplish an equal amount in a given number of quarters of school attendance irrespective of whether these quarters are distributed three per calendar year or four per calendar year. A pupil who had attended school for thirty-six quarters during nine years presumably would achieve as well as a comparable pupil who had attended thirty-six quarters during twelve years.

In a bulletin of the Nashville Public Schools, issued May 5, 1928, Superintendent Weber summarized his arguments for the all-year school.

Among the advantages that have led the parents of Nashville to make use of the opportunities of a summer session could be enumerated the following:

1. Gain advanced standing.
2. Even up irregular grades by taking only the subjects in which the student is behind.
3. Review work in any grade or any subject already passed, but with low grade. No re-examination required in such subject.
4. Irregular students may be dismissed when through with their work.
5. Students in the summer session being very earnest and eager to learn—discipline is at the zero point.
6. In general, classes are smaller; therefore, pupils get more individual attention and more freedom can be permitted.
7. The summer session is really the healthiest term of the entire session, as evidenced by attendance records, due to better ventilation than is possible in the winter and to a continuation of the regular school habits already enforced.
8. Summer-term pupils have the advantage in starting fall-term work as compared with pupils that have been on a three and one-half months' vacation, because they have not lost interest in their studies or cultivated habits of indolence.

---

[1]Nashville Public Schools. Course of Study for High School, 1928.

[2]"Defense Through the Educated Quota," Proceedings of the National Education Association. Washington: National Education Association, 1925. Pp. 751-59.

[3]*Ibid.*

9. Students lacking points for High School or college entrance requirements may make up these subjects. By attending three summers the student may become self-sustaining or enter college one year sooner.
10. In High School, pupils who have failed twice in the same subject, are permitted to take it a third time.
11. A student by attending the summer session may stay out one of the terms of a regular session following.
12. The lesser curricular activities are completed in the three terms of the year and are not included in the summer session; hence, the time in school each day is shortened.
13. School buildings, with their thick walls and high ceilings, are much pleasanter than most homes.
14. The cafeterias are run with special attention given to wholesome and palatable summer food.
15. Nothing is left undone to make the students comfortable and happy—ice water available at all times, cool buildings, and refreshing menus.
16. Mothers, by placing young children in school during morning hours, are relieved of their care during the busy hours of the forenoon.
17. Where there is need to increase the family purse, or where the child can travel through vacation, learning likely more valuable things than are contained in textbooks, or where the delicately constituted child requires a change of routine occupation, nine months' schooling in a year is possibly all that is desired. It is however, not only possible, but quite probable, that such child's vacation period would best be taken in the winter term of the regular session, because in the winter term better opportunities for work or travel might present themselves; or in the case of the delicate child, exposure to bad weather might be avoided.[4]

The Nashville schools have operated upon an all-year basis for seven years. During six years of this period Mr. Weber, who developed this organization, was Superintendent of Schools. The development of the summer quarter was one of the principal objectives of his administration. The teaching force gave it enthusiastic support. In brief, for a period of six years Nashville's summer quarter operated as an integral part of the school year under most favorable conditions. Last year Superintendent Weber resigned and, although summer opportunities were continued, pupils were not especially urged, as previously, to take advantage of them.

The desirability of having an all-year school depends primarily upon two considerations; first, the educational opportunities thus provided and second, the financial requirements of the extended program. This study analyzes in some detail the influence of the Nashville organization upon educational opportunities. No consideration is given to the financial aspects of the problem.

NUMBER OF PUPILS WHO TAKE ADVANTAGE OF SUMMER QUARTER OPPORTUNITIES

A consideration which bears on all of the arguments advanced for an all-year school is the extent to which the pupils of a community consistently take advantage of the additional opportunities thus provided. In Nashville, pupils have been encouraged to attend the summer quarter and parents have

[4] *Information Concerning the Summer Session of the Nashville Public Schools.* H. C. Weber. May 5, 1928.

been informed that significant progress results from such attendance. However, as was pointed out earlier, attendance has been voluntary. The first consideration, then, is the extent to which Nashville pupils have availed themselves of summer quarter opportunities.

The average number of pupils who attended each quarter from the summer of 1924 to the winter of 1930 is presented in Table I. These data show that approximately half as many pupils have attended summer quarters as have attended other quarters of the year. Thus, in terms of days of school attended the summer quarter provides educational opportunities for approximately half as many children as are provided for during the fall, winter, and spring quarters. It also will be noted that the proportion of pupils who have attended the summer quarters from year to year has varied only slightly. It is significant that although pupils were not especially encouraged to attend the summer quarter of 1930 the attendance held up well, dropping below the 1929 total less than 500 and exceeding the 1928 total. Of course, the total number of children of school age in 1930 was slightly larger than in 1928 or 1929 as is indicated by the respective fall enrollments.

When the totals given in Table I were divided according to white and negro pupils, and elementary, junior high, and senior high school pupils it was found that the proportion of each of these groups which has attended the summer quarter has been approximately the same. Further data presented in this study are for white pupils only.

TABLE I

AVERAGE NUMBER OF PUPILS WHO ATTENDED EACH QUARTER OF THE SCHOOL YEARS 1924-25 TO 1930-31, NASHVILLE, TENNESSEE

QUARTER	AVERAGE NUMBER OF PUPILS ATTENDING*						
	1924–25	1925–26	1926–27	1927–28	1928–29	1929–30	1930–31
Summer	9,983	8,794	9,706	11,093	11,576	12,356	11,910
Fall	19,140	19,349	19,200	20,225	21,298	22,546	23,756
Winter	18,717	18,727	19,350	20,031	19,592	22,679	.....
Spring	18,145	18,649	19,377	19,892	20,746	22,366	.....

*Both white and negro pupils are included.

The proportion of pupils who have attended the summer quarter does not tell the complete story with respect to the extent to which Nashville pupils have taken advantage of the opportunities thus provided. A second factor which requires consideration is the extent to which pupils start summer work and drop it before completion. Table II presents data on the per cent of pupils who withdrew from school during the summer and fall quarters of 1924 to 1930. From twenty to twenty-five per cent of the

pupils who entered the summer quarters of these years withdrew from school before completing the work of the quarter while, with one exception, from thirteen to fourteen per cent of the pupils who entered the fall quarters withdrew before completing the work of the quarter. This leads to the conclusion that a considerable group of pupils who enter the summer quarter withdraw from school for reasons not acceptable during the period when compulsory attendance is operative. This excessive withdrawal reduces the extent to which Nashville children take full advantage of the summer quarter to about forty-five per cent of the number who take advantage of the opportunities provided during other quarters of the year.

Still a further factor requires consideration. It is the extent to which pupils take less than full loads during the summer quarter. In grades 1 to 6 over ninety-nine per cent of the pupils take a full load during the summer quarter. The condition in the junior high school grades is shown in Table

TABLE II

PER CENT OF PUPILS WHO WITHDREW FROM SCHOOL FOR THE SUMMER AND FALL QUARTERS FROM 1924 TO 1930, NASHVILLE, TENNESSEE

QUARTER	PER CENT OF PUPILS WHO WITHDREW FROM SCHOOL FOR TWO QUARTERS FROM 1924 TO 1930						
	1924	1925	1926	1927	1928	1929	1930
Summer	25.8	24.9	24.0	21.3	24.9	21.8	22.3
Fall	14.1	13.2	13.0	13.6	13.6	13.0	17.2

III. Forty per cent of the pupils in these grades do not take a full load during the summer. In contrast, during the other quarters of the year, with rare exceptions, all pupils in these grades take a full load. In the senior high school grades the situation is approximately the same as in the junior high school grades as is shown by Table IV in which is compared the load of senior high school pupils for the spring and summer quarters of 1930. During the spring quarter eleven and five-tenths per cent of the pupils took less than a full load. During the summer quarter fifty-three and one-tenth per cent took less than a full load. Thus, approximately forty per cent more pupils in the senior high school take a partial load during the summer than do so during the other quarters of the year.

To summarize, there are approximately fifty per cent as many pupils in average attendance during summer quarters as during other quarters of the year. More pupils withdraw from school during the summer quarter than during other quarters, thus reducing the per cent of pupils who take full advantage of the summer quarter to approximately forty-five per cent of the number who do so during other quarters. This proportion is further con-

ditioned by the fact that approximately forty per cent more junior and senior high school pupils take a partial load during the summer quarter than do so during the other quarters of the year. Thus have the people of Nashville responded to the opportunity to have their children secure school opportunities during the summer the same as those provided during other quarters of the year.

TABLE III

PER CENT OF JUNIOR HIGH SCHOOL PUPILS ENROLLED IN THE SUMMER QUARTER OF 1930 WHO CARRIED ONE SUBJECT, TWO SUBJECTS, THREE SUBJECTS, AND A FULL PROGRAM, NASHVILLE, TENNESSEE

GRADE	ONE SUBJECT	TWO SUBJECTS	THREE SUBJECTS	FULL PROGRAM
	Per Cent	Per Cent	Per Cent	Per Cent
7	11.7	10.0	9.4	68.9
8	11.6	16.4	10.5	61.5
9	14.7	18.5	18.6	48.2
Total	12.6	14.8	12.7	59.9

TABLE IV

PER CENT OF SENIOR HIGH SCHOOL PUPILS ENROLLED IN THE SPRING AND SUMMER QUARTERS OF 1930 WHO CARRIED A VARYING NUMBER OF SUBJECTS, NASHVILLE, TENNESSEE

GRADE	ONE SUBJECT	TWO SUBJECTS	THREE SUBJECTS	FOUR SUBJECTS	FIVE SUBJECTS	SIX SUBJECTS
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Spring Quarter	.7	2.0	8.8	60.2	26.6	1.7
Summer Quarter	4.6	17.5	31.0	40.2	6.6	.1

NUMBER OF PUPILS WHO TAKE VACATION DURING THE FALL, WINTER, OR SPRING QUARTERS

One argument for the organization of the summer quarter so as to make possible an all-year school was that pupils would then elect to take vacation during one of the other quarters of the year. If this practice were followed the school plant needs would be less than in a nine- or ten-months school and the teaching force could be smaller. An analysis of the records of 8,957 pupils in grades 3 to 8 inclusive for the school year 1928-29 shows that only three out of each hundred pupils took their vacations during the fall, winter, or spring quarters. It seems that with rare exceptions pupils who attend the summer quarter attend school for the full year. Consequently, no smaller school plant or teaching force is required during the fall, winter, and spring quarters than would be required if the school were run upon a nine

or ten months basis in so far as this factor is concerned. At the same time is answered the argument that pupils would take vacation during the regular school year for travel and work, as well as the further contention that some pupils with frail bodies would choose to stay home during the winter months.

INFLUENCE OF SUMMER QUARTER ATTENDANCE UPON ACHIEVEMENT

The underlying assumption of the Nashville all-year school organization, is that a child who attends summer quarters gains proportionately in achievement. The Nashville instructional program has been organized almost entirely upon a subject matter basis and the "so called" fundamentals have been stressed very much. Mastery of subject matter has been the outstanding measure of success employed by teachers. Consequently, the extent to which the desired outcomes of the Nashville instructional program have been achieved can be measured effectively by standardized tests in the formal school subjects.

For the purpose of this study three grades were selected from which to secure a comparison of the achievement of groups of pupils who have attended a varying number of summer quarters. Grades 4A, 5A, and 6A were selected because the number of pupils in these grades is large, pupils in grades lower than these have had only limited opportunity to attend the summer quarter, and in the higher grades pupils commence to drop out of school in significant numbers. The battery of New Stanford Achievement Tests was used to measure achievement and the Pintner Rapid Survey Test was used to measure mental ability. In the following discussion the pupils in the aforementioned grades are referred to in terms of the number of summer quarters which they have attended. Those pupils who have attended no summer quarters are called the *no-summer group*, those who have attended one summer quarter are called the *one-summer group*, and so on for each succeeding group.

The mean educational age, as well as the standard deviation and range for each of the respective summer groups in grades 4A, 5A, and 6A, are presented in Table V. An examination of the data in this table shows that in grade 4A achievement varies inversely with the number of summer quarters attended, the average achievement decreasing approximately two months for each succeeding summer group.

In grade 5A also, with one exception, achievement decreases for each succeeding summer group. The exception is the three-summer group which achieves just as well as the two-summer group. In grade 6A the no-summer group achieves higher than any other group. However, the two-summer group achieves better than the one-summer group, and the three-summer group achieves better than the two-summer group. It is possible that this

TABLE V

MEANS, STANDARD DEVIATIONS, AND RANGES OF EDUCATIONAL AGE OF PUPILS IN GRADES 4A, 5A, AND 6A DIVIDED ACCORDING TO THE NUMBER OF SUMMER QUARTERS ATTENDED,* NASHVILLE, TENNESSEE

NUMBER OF SUMMER QUARTERS ATTENDED	4A				5A				6A			
	Number of Pupils	Mean	Standard Deviation	Range	Number of Pupils	Mean	Standard Deviation	Range	Number of Pupils	Mean	Standard Deviation	Range
0	86	128.1	8.80	106 to 151	103	136.5	9.18	119 to 159	93	146.5	15.9	121 to 192
1	79	126.4	6.84	109 to 146	72	134.5	10.26	116 to 163	55	142.2	13.8	122 to 182
2	67	124.6	7.23	108 to 143	67	132.9	8.07	117 to 154	56	143.0	12.8	121 to 180
3	76	122.1	7.56	104 to 146	121	132.9	10.44	106 to 169	56	144.7	11.9	123 to 178
4					43	130.6	6.69	110 to 142	37	142.4	7.5	131 to 157

*Groups of ten pupils or less are not included.

may be accounted for by duller pupils, who have attended during the summer as a means of keeping up to grade, dropping out of school during grades 5 and 6. A study of holding power in Nashville shows that elimination from school starts in grade 5.

From these data it seems that pupils in grades 4A, 5A, and 6A in Nashville who have attended summer quarters achieve less well than those who have not attended summer quarters. There is evident, also, a marked tendency for achievement to vary inversely with the number of summer quarters attended. These comparisons are limited, however, in that there may be a tendency for special types of pupils to attend the summer quarter, in which case their achievement might be no different had they spent an equal number of quarters in school during the regular school year. Important respects in which the respective summer groups might differ are age-of-entrance to school, intelligence, number of quarters of school attendance, and the educational program pursued. To check the above comparisons with respect to the influence of these factors, a special study was made of grade 4A. A comparison was made of the achievement of four groups of pupils who had attended from none to three summer quarters equated with respect to age-of-entrance to school, intelligence, number of quarters of school attendance, and the educational program pursued.

Equating with respect to the educational program was cared for by including only pupils who had spent their school life in Nashville schools. An examination of the educational programs in the several Nashville schools showed that there are practically no differences among schools. The type of school organization and administration has been such as to enforce the use of uniform time allotment, teaching methods, instructional materials, etc.

Pupils were equated for ability on the basis of their intelligence quotients in May, 1930. Upon the generally accepted assumption that intelligence quotients do not change materially the above equating should apply equally to the time at which these pupils entered school.

Equating for age-of-entrance and the number of quarters of school attendance was accomplished by securing these facts for each pupil from school records.

The measures on the four equating groups are presented in Table VI. It will be observed that each group is composed of fifty pupils, that is, one group of fifty pupils attended no summer quarters, another group of fifty pupils attended one summer quarter, a third group of fifty pupils attended two summer quarters, and a fourth group of fifty pupils attended three summer quarters. The means and standard deviations of intelligence quotients, ages-of-entrance, and quarters of school attendance for these groups are approximately equal, indicating the approximate equality of these groups with respect to these factors.

Achievement as measured by the New Stanford Achievement Tests was interpreted in educational age. For each of the equated groups the means, standard deviations, differences of means, and the reliability of these several measures of educational age are presented in Table VII. An examination of these data shows that, although each group of pupils entered school at

TABLE VI

EQUATING OF FOUR GROUPS OF GRADE 4A PUPILS, ONE EACH OF WHICH HAS ATTENDED NO SUMMER QUARTERS, ONE SUMMER QUARTER, TWO SUMMER QUARTERS, AND THREE SUMMER QUARTERS RESPECTIVELY, NASHVILLE, TENNESSEE, 1930

GROUP	No. OF CASES	INTELLIGENCE QUOTIENTS			AGE OF ENTRANCE TO SCHOOL			QUARTERS OF SCHOOL ATTENDANCE		
		Range of Scores	$M \pm \sigma m$	$\sigma \pm \sigma\sigma$	Range of Scores	$M \pm \sigma m$	$\sigma \pm \sigma\sigma$	Range of Scores	$M \pm \sigma m$	$\sigma \pm \sigma\sigma$
No Summer Quarters	50	75 to 148	107.7 ±2.2	15.8 ±1.6	53 to 100	77.7 ±1.2	8.8 ± .9	10 to 15	11.6 ± .1	1.1 ± .1
One Summer Quarter	50	62 to 147	107.5 ±2.4	16.9 ±1.7	61 to 122	77.5 ±1.4	9.8 ±1.0	10 to 14	11.6 ± .1	1.1 ± .1
Two Summer Quarters	50	65 to 153	107.2 ±2.4	16.9 ±1.7	58 to 115	77.6 ±1.5	10.3 ±1.0	10 to 15	11.6 ± .1	1.1 ± .1
Three Summer Quarters	50	71 to 141	107.5 ±2.3	16.5 ±1.6	64 to 97	77.9 ±1.0	7.4 ± .7	10 to 14	11.6 ± .1	1.0 ± .1

TABLE VII

COMPARISON OF THE EDUCATIONAL AGES AS MEASURED BY THE NEW STANFORD ACHIEVEMENT TESTS OF FOUR COMPARABLE GROUPS OF GRADE 4A PUPILS, ONE EACH OF WHICH HAS ATTENDED NO SUMMER QUARTERS, ONE SUMMER QUARTER, TWO SUMMER QUARTERS, AND THREE SUMMER QUARTERS, NASHVILLE, TENNESSEE, 1930

Group	Number of Cases	Range of Scores	$M \pm \sigma m$	$\sigma \pm \sigma\sigma$	Difference of Means*	σdiff.	D / σdiff.
No Summer Quarters	50	111 to 151	129.0 ±1.3	9.36 ±.9	$M_0 - M_1 = 1.4$ $M_0 - M_2 = 4.1$ $M_0 - M_3 = 6.0$	1.6 1.6 1.7	.9 2.6 3.5
One Summer Quarter	50	112 to 146	127.6 ±1.0	7.35 ±.7	$M_1 - M_2 = 2.7$ $M_1 - M_3 = 4.6$	1.4 1.5	1.9 3.1
Two Summer Quarters	50	110 to 143	124.9 ±1.0	7.44 ±.7	$M_2 - M_3 = 1.9$	1.5	1.3
Three Summer Quarters	50	107 to 146	123.0 ±1.1	7.59 ±.8			

*M_0 Mean of no-summer group.
M_1 Mean of one-summer group.
M_2 Mean of two-summer group.
M_3 Mean of three-summer group.

practically the same age, had practically the same intelligence, has attended school the same number of quarters, and has pursued the same educational program, the groups of pupils which have attended from one to three summer quarters achieve less well than the group which has attended no summer quarters. In fact with each succeeding summer quarter of attendance achievement lowers. The pupils who have attended no summer quarters have an average educational age of 129 months, those who have attended one summer quarter have an educational age of 127.6 months, those who have attended two summer quarters have an educational age of 124.9 months, and those who have attended three summer quarters have an educational age of 123 months. Statistically the differences between the no-summer group and the two-summer group, the no-summer group and the three-summer group, and the one-summer group and the three-summer group are significant. However, the fact that each succeeding summer group achieves less well than the one before,—the one-summer group, one and four-tenths months less than the no-summer group; the two-summer group, two and seven-tenths months less than the one-summer group; and the three-summer group, one and nine-tenths months less than the two-summer group,—is even more convincing than that the achievement of these groups varies significantly.

From these data we conclude that a given number of quarters of school attendance by pupils who enter school at the same age and have the same intelligence results in lower achievement when summer quarters are included in the attendance than when only regular quarters are included. The data indicate that three months attendance during the summer results in from one and a half to two months achievement.

INFLUENCE OF SUMMER QUARTER ATTENDANCE UPON GRADE PLACEMENT

Although we have discovered thus far that achievement is not proportionate to the amount of summer quarter attendance, nevertheless, it is entirely possible that pupils may gain proportionately in grade placement. The first step in discovering whether or not this is the case is to compare the progress of pupils who have and have not attended the summer quarter.

Progress data on pupils in grades 4A, 5A, and 6A in April, 1930, who had attended one or more summer quarters and those who had attended no summer quarters are presented in Table VIII. An analysis of the data in this table shows that fewer of the pupils who attend summer quarters have made normal progress than those who have not attended summer quarters. In fact, with the exception of those pupils who have attended three summer quarters the per cent of pupils making normal progress decreases regularly for each group which has attended additional summer quarters. There seems to be no reasonable explanation for the marked difference of the three-summer

TABLE VIII

PER CENT OF 316 4A, 448 5A, AND 347 6A PUPILS MAKING SLOW PROGRESS, NORMAL PROGRESS, AND RAPID PROGRESS, GROUPED ACCORDING TO THE NUMBER OF SUMMER QUARTERS ATTENDED*
NASHVILLE, TENNESSEE, APRIL, 1930

Summer Quarters Attended	Grade	Quarters Retarded										Normal Progress	Quarters Accelerated									
		Total Retarded	9 or more	8	7	6	5	4	3	2	1		1	2	3	4	5	6	7	8	9 or more	Total Accelerated
0	4A	21.0					1.2	1.2	4.6	7.0	7.0	74.4	2.3	1.2	1.2							4.7
	5A	19.5					.9	.9	5.3	2.7	9.7	71.7	4.4	.9	2.7	.9						8.9
	6A	29.6				1.1	2.1	5.3	7.4	7.4	6.3	62.1	6.3		2.1							8.4
	Average	23.1				0.3	1.4	2.4	5.8	5.4	7.8	69.4	4.4	0.7	2.0	0.3						7.4
1	4A	60.8			1.2		1.3		7.6	5.1	45.6	35.4	3.8									3.8
	5A	49.3			1.2		1.2	7.4	3.7	3.7	32.1	37.0	4.9	6.2	2.5							13.6
	6A	55.9			4.5			4.5	4.5	9.1	33.3	19.7	7.6	10.6	4.5		1.5					24.2
	Average	55.4			2.2		0.9	4.0	5.3	5.8	37.2	31.4	5.3	5.3	2.2		.4					13.2
2	4A	49.1	1.5	2.9				4.5	1.5	22.3	16.4	40.3	10.4									10.4
	5A	58.9		1.4		2.7	5.5	4.1	4.1	17.8	23.3	24.7	15.1			1.4						16.5
	6A	52.9		1.4			2.9		5.7	32.9	10.0	18.6	24.3	4.3								28.6
	Average	53.8	.5	1.9		.9	2.9	2.8	3.8	24.3	16.7	27.6	16.7	1.4		.5						18.6
3	4A	55.1		2.6		3.9			21.0	11.8	15.8	43.4	1.3									1.3
	5A	28.7			.8	3.0		.8	9.8	4.5	9.8	66.7	3.8	.8								4.6
	6A	35.4	1.6	3.2		1.6	6.5	1.6	16.1	1.6	3.2	50.0	9.7	4.8								14.5
	Average	37.8	0.4	1.5	0.4	3.0	1.5	.7	14.4	5.9	10.0	56.3	4.4	1.5								5.9
4	4A		16.7		16.7			66.7														
	5A	95.6		2.2	6.5		4.3	8.7	19.6	15.2	39.1	4.3										
	6A	70.6	2.4			2.4		7.3	7.3	12.2	39.0	14.6	12.2	2.4								14.6
	Average	84.9	2.1	1.1	4.3	1.1	2.1	11.8	12.9	12.9	36.6	8.6	5.4			1.1						6.5

*Groups of ten pupils or less are not included.

group. For pupils attending more than three summer quarters the trend of normal progress continues downward.

Obviously, if the per cent of normal progress is less for pupils who attend summer quarters than for those who do not there must be a higher per cent who are accelerated or retarded. With a few exceptions, both the per cent of retarded and the per cent of accelerated pupils increase for succeeding summer groups; however, the retarded group gets the larger share of the increase. The per cent of retardation increases regularly quarter by quarter with the exception of the three-summer group. This increase in slow progress is emphasized by the data in Table IX in which is given the average number of quarters attended by pupils in grades 4A, 5A, and 6A divided according to the number of summer quarters attended. These data show that each succeeding summer group has made slower progress. We conclude that pupils who have attended summer quarters have been both failed and accelerated more than those who have not attended summer quarters. In general, however, pupils making slow progress make up a larger proportion of each succeeding summer group.

Although the above analysis shows that the number of quarters of school attendance required to reach a given grade varies directly with the number of summer quarters attended, we are not in a position to reach a conclusion with respect to the influence of summer quarter attendance upon grade placement.

TABLE IX

AVERAGE NUMBER OF QUARTERS ATTENDED BY 4A, 5A, AND 6A PUPILS WHO HAVE ATTENDED A VARYING NUMBER OF SUMMER QUARTERS, NASHVILLE, TENNESSEE, MAY, 1930

NUMBER OF SUMMER QUARTERS ATTENDED	GRADE 4A		GRADE 5A		GRADE 6A	
	Number of Pupils	Average number of quarters attended	Number of Pupils	Average number of quarters attended	Number of Pupils	Average number of quarters attended
0	86	11.4	113	14.2	95	17.7
1	79	11.9	81	14.7	66	17.6
2	67	12.1	73	15.2	70	17.9
3	76	12.5	132	14.7	62	18.3
4	6	16.3	46	16.5	41	18.4
5	.....	.....	3	20.0	10	20.4
6	.....	.....	.....	.....	2	25.0

It is entirely possible that there is a tendency for duller pupils to attend the summer quarter and that they would have progressed with equal slowness had they attended no summer quarters. To determine whether or not this condition has existed the number of quarters required to reach grade 4A was compared for four groups of pupils equated with respect to intelligence and age-of-entrance to school, one group each having attended from none to three

summer quarters. The data on the equating of these groups are presented in Table X.

The average number of quarters required by these equated groups to reach grade 4A, as well as the standard deviations of these distributions, the differences of the means, and the reliability of these several measures, are presented in Table XI. These data support the findings of the progress study. The number of quarters required by these groups of pupils, comparable in intelligence and age-of-entrance to school, to reach grade 4A varies directly with the number of summer quarters attended. It has taken the pupils who have attended one summer quarter one-tenth of a quarter longer to reach grade 4A than the pupils who have attended no summer quarters, it has taken pupils who have attended two summer quarters seven-tenths of a quarter longer to reach grade 4A than those who have attended no summer quarters, and it has taken those who have attended three summer quarters eight-tenths of a quarter longer to reach grade 4A than those who have attended no

TABLE X

EQUATING OF FOUR GROUPS OF GRADE 4A PUPILS, ONE EACH OF WHICH HAS ATTENDED NO SUMMER QUARTERS, ONE SUMMER QUARTER, TWO SUMMER QUARTERS, AND THREE SUMMER QUARTERS RESPECTIVELY, NASHVILLE, TENNESSEE, 1930

GROUP	NUMBER OF CASES	INTELLIGENCE QUOTIENTS			AGE OF ENTRANCE TO SCHOOL		
		Range of Scores	M±σm	σ±σσ	Range of Scores	M±σm	σ±σσ
No Summer Quarters	47	75 to 131	103.4 ±.7	4.9 ±.5	53 to 97	77.1 ±1.3	9.1 ±.9
One Summer Quarter	47	73 to 133	103.2 ±.7	4.9 ±.5	51 to 95	77.1 ±1.3	9.2 ±.9
Two Summer Quarters	47	73 to 134	103.4 ±.7	5.0 ±.5	58 to 115	77.1 ±1.4	9.8 ±1.0
Three Summer Quarters	47	73 to 133	103.4 ±.7	4.9 ±.5	63 to 93	77.1 ±1.1	7.6 ±.8

summer quarters. The statistical reliability of these differences is shown in Table XI.

We conclude that pupils of equal intelligence and age-of-entrance to school make slower progress when they attend summer quarters than when they do not attend summer quarters. In the light of this conclusion it is important to determine whether the larger number of failures among summer quarter pupils occur especially during the summer quarter. Data on failures of pupils in grades 4, 5, and 6 of June, 1930, for the spring, summer, and fall quarters of 1929 are presented in Table XII. These data show that

TABLE XI

COMPARISON OF THE NUMBER OF QUARTERS OF SCHOOL ATTENDANCE REQUIRED TO COMPLETE GRADES 1, 2, AND 3 AND TWO-THIRDS OF GRADE 4 BY FOUR COMPARABLE GROUPS OF PUPILS, ONE EACH OF WHICH HAS ATTENDED NO SUMMER QUARTERS, ONE SUMMER QUARTER, TWO SUMMER QUARTERS, AND THREE SUMMER QUARTERS, NASHVILLE, TENNESSEE, 1930

Group	Number of Cases	Range of Scores	M ± σm	σ ± σσ	Difference of Means*	σdiff.	D / σdiff.
		8			$M_0-M_1=-.1$	.2	.5
No Summer		to	11.6	1.36	$M_0-M_2=-.7$	.4	1.8
Quarters	47	16	±.2	±.1	$M_0-M_3=-.8$	.3	2.7
		10					
One Summer		to	11.7	.94	$M_1-M_2=-.6$	.3	2.0
Quarter	47	14	±.1	±.1	$M_1-M_3=-.7$	.2	3.5
		10					
Two Summer		to	12.3	2.15	$M_2-M_3=-.1$	1.1	.1
Quarters	47	22	±.3	±.2			
		11					
Three Summer		to	12.4	1.67			
Quarters	47	17	±.2	±.2			

*M_0 Mean of no-summer group.
M_1 Mean of one-summer group.
M_2 Mean of two-summer group.
M_3 Mean of three-summer group.

the actual per cent of failure for the summer quarter does not vary materially from that of the spring and fall quarters. In the spring quarter nine and four-tenths per cent of the pupils in these grades failed, in the summer quarter eleven and two-tenths per cent failed, and in the fall quarter seven and eight-tenths per cent failed. Obviously, then, although the pupils who attend summer quarters have been failed more than pupils who have not attended summer quarters they have practically as good a chance to pass their work during the summer quarter as during any other quarter.

In order to determine the extent to which failure in the quarter immediately preceding the summer quarter influences summer attendance an analysis was made of the extent to which 6A, 6B, and 6C pupils of June, 1930, had repeated a grade in either the summer quarter of 1929 or in the fall quarter of the

TABLE XII

PER CENT OF FAILURE OF PUPILS IN GRADES 4, 5, AND 6, JUNE, 1930, FOR THE SPRING, SUMMER AND FALL QUARTERS OF 1929, NASHVILLE, TENNESSEE

Quarter	Per Cent of Failure by Grades												
	4C	4B	4A	Average 4	5C	5 B	5A	Average 5	6C	6B	6A	Average 6	Average 4, 5 & 6
Spring	8.5	7.8	7.3	7.9	10.0	10.0	8.3	9.2	9.6	13.2	10.6	11.0	9.4
Summer	9.7	12.7	15.4	12.3	7.6	11.9	10.4	9.8	11.8	9.7	13.8	11.8	11.2
Fall	8.8	10.1	4.1	7.7	6.6	10.8	5.3	7.4	5.4	13.2	6.4	8.1	7.8

same year. Of this group of pupils 647 attended the summer quarter. Of these 647 pupils thirteen and three-tenths per cent repeated a grade. Seven hundred and eleven pupils did not attend summer school and of these pupils ten and seven-tenths per cent repeated a grade during the fall quarter. Thus, it seems that failure during the quarter immediately preceding the summer is not an important influence on summer quarter attendance.

A number of individual cases were discovered in Nashville schools which support the conclusion that many pupils have gained grade placement by summer quarter attendance which is not warranted by their social, physical, and mental maturity nor by their achievement in the school subjects. Many such pupils have reached the place where they are confronted with work entirely too difficult for them. For these pupils failure, bringing with it disappointment and heartaches, follows a period of apparently very satisfactory school progress. It is the judgment of the writer that rapid advancement by summer quarter attendance followed by failure has resulted in great injustice to numerous children. A case of this type is described below.

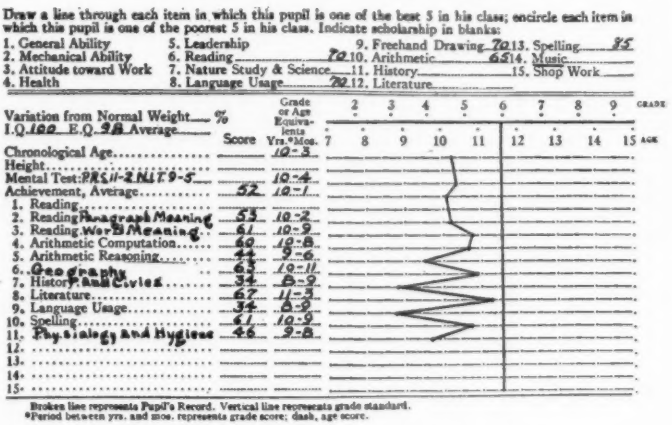
This case is a 5A girl of average ability, her intelligence quotient being 101. In physical and social maturity she is also average. She comes from a middle class home. Her parents are ambitious for her educational advancement and push her upon every opportunity. They consider her somewhat unusual.

She entered school just before she was six years old and has made regular progress up to her present grade. She has attended two summer quarters and thus gained two-thirds of a grade. She now finds herself in the last third of grade 5 with chronological age, mental age and achievement average approximating the middle of grade 4. Even if she had not accelerated her progress by summer school attendance she would have a sufficiently difficult task keeping up with her work.

The teacher of this pupil realized the situation which had arisen and pointed out that the girl was entirely too immature to pass on to grade 6. The teacher showed that she was obviously too immature for the group with which she had been associated in grade 5. Consequently, the pupil was failed. This failure has been a real tragedy in the life of this girl. Her feeling of happiness and success in school work has been blasted. It is probable that next year ambitious parents will force her to unwise exertion on school work and it may be predicted that summer school attendance will be continued in a vain effort to regain earlier imagined superiority. Data on this girl are presented in Chart I.

CHART I

A 5A GIRL WHO HAS GAINED GRADE PLACEMENT THROUGH SUMMER QUARTER ATTENDANCE NOT WARRANTED BY HER PHYSICAL AND MENTAL MATURITY NOR BY HER ACHIEVEMENT IN THE SCHOOL SUBJECTS


Draw a line through each item in which this pupil is one of the best 5 in his class; encircle each item in which this pupil is one of the poorest 5 in his class. Indicate scholarship in blanks:
1. General Ability
2. Mechanical Ability
3. Attitude toward Work
4. Health
5. Leadership
6. Reading 70
7. Nature Study & Science
8. Language Usage 70
9. Freehand Drawing 70
10. Arithmetic 65
11. History
12. Literature
13. Spelling 95
14. Music
15. Shop Work
Variation from Normal Weight % Score
I.Q. 100 E.Q. 98 Average
Grade or Age Equivalents Yrs.*Mos.
Chronological Age 10-3
Height
Mental Test: PSII-2 MIT 9-5 10-4
Achievement, Average 52 10-1
1. Reading
2. Reading Paragraph Meaning 53 10-2
3. Reading Word Meaning 61 10-9
4. Arithmetic Computation 60 10-8
5. Arithmetic Reasoning 44 9-6
6. Geography 65 10-11
7. History and Civics 34 8-9
8. Literature 67 11-3
9. Language Usage 34 8-9
10. Spelling 61 10-9
11. Physiology and Hygiene 46 9-8
12.
13.
14.
15.
2 3 4 5 6 7 8 9 GRADE
7 8 9 10 11 12 13 14 15 AGE

Broken line represents Pupil's Record. Vertical line represents grade standard.
*Period between yrs. and mos. represents grade score; dash, age score.

CURRICULAR LIMITATIONS DURING THE SUMMER QUARTER

Although the Nashville summer quarter has been held by the school administration as equal to the other quarters of the year and parents have been told that children are more comfortable at school than anywhere else as well as more healthy, the school offering has been limited in two important respects. Various reasons have been assigned by the school administration for these limitations; however, most probably the basic reason is that even with all the enthusiasm for an all-year school neither the school administration nor the people of Nashville have been able quite to feel that school during the summer is as serious an undertaking as during the other quarters of the year.

The first limitation on the curriculum has been the elimination of music, art, physical training, and, upon occasion, other subjects from the instructional program. These subjects were described as the "lesser curricular activities" by Mr. Weber. It has been explained to parents that children get all of the work they need in these fields during the regular year. The elimination of these subjects has reduced the summer quarter offering to the "so-called" fundamental subjects.

The second limitation on the curriculum has resulted from shortened instruction periods. Two types of daily programs for the summer quarter are given in the courses of study. One type provides for the same length of periods as are allowed during the regular quarters. The other type provides periods shorter by ten minutes. This second type of schedule has been

used in many schools where the number of pupils enrolled in the respective grades is so small that teachers must teach more than the usual number of grades. Obviously, this materially limits the instruction time which pupils receive. This fact bears on the argument that since fewer pupils are enrolled during the summer quarter they receive greater individual attention. In a considerable number of schools, where the "Twenty Minute Program" has been used, exactly the opposite condition has resulted.

TYPES OF PUPILS WHO ATTEND THE SUMMER QUARTER

Many cities operate summer schools for selected groups of pupils. Pupils who are over-age, whether because of late entrance or failure, are quite generally encouraged to take summer work. Also, pupils who, with a little extra work, can be successfully accelerated are encouraged to take such work. As has already been pointed out the Nashville school system has been organized and operated upon the assumption that all groups of pupils will profit from attending school for the full year. Since attendance during the summer quarter in Nashville has been voluntary an examination of the educational status of the pupils who have and have not attended summer quarters should throw some light upon the extent to which a summer quarter organized as a regular part of the school year to provide the same opportunities as the other quarters of the year are actually attended by all groups of pupils. In brief, the question which we believe the following analysis will help to answer is this: To what extent has the Nashville summer quarter served pupils of all types, and to what extent has it served pupils of the types already generally provided for by summer schools in a large number of cities?

First, we shall compare the age-of-entrance to school of the respective summer groups. Do pupils who enter school late use the summer school particularly to make up work? If pupils have used the summer quarter to make up for late entrance, those pupils who have attended one summer quarter would have been older upon entering school than those who have attended no summers; likewise, those who have attended two summers would have been older upon entering school than those who have attended one summer; etc. Table XIII presents the average ages-of-entrance of pupils in grades 4A, 5A, and 6A of May, 1930, divided according to the number of summer quarters attended. Groups of ten pupils or less are not reported in the table although they are mentioned at certain points in the discussion. For the several groups in grade 4A reported in the table there is only slight variation, the average age-of-entrance for the no-summer group being six years six months; for the one-summer group, six years five months; for the two-summer group, six years seven months; and for the three-summer group, six years seven months. An exception, not reported in the table because of the small number of pupils, is the four-summer group, the average

age-of-entrance of which is six years two months. However, since there are only six pupils in this group the average is of little importance. In the 5A groups we find that the one-summer group entered somewhat younger than the no-summer, two-summer, three-summer, and four-summer groups. Since the other groups vary only slightly in age-of-entrance it seems reasonable to assume that the one-summer group result is a chance variation. In grade 6A there is only one month variation among the several summer groups which include more than ten pupils. This study of the age-of-entrance provides no evidence to support the belief that pupils who have entered school late have used the summer quarter to a greater extent than other pupils.

We now turn to a consideration of the extent to which pupils who have failed, that is, those who have made slow progress, tend to use the summer quarter to make up for their failure. The progress of pupils in grades 4A, 5A, and 6A, divided according to the number of summer quarters attended, has already been discussed in another connection. It was pointed out that there is a decided tendency for each succeeding summer quarter group to have a lower per cent of pupils who have made normal progress. Averaging

TABLE XIII

AVERAGE AGES-OF-ENTRANCE OF 4A, 5A, AND 6A PUPILS WHO HAVE ATTENDED VARYING NUMBERS OF SUMMER QUARTERS,* NASHVILLE, TENNESSEE

GRADE	NO SUMMERS		ONE SUMMER		TWO SUMMERS		3 SUMMERS		FOUR SUMMERS	
	No. of Pupils	Average Age of Entr'ce	No. of Pupils	Average Age of Entr'ce	No. of Pupils	Average Age of Entr'ce	No. of Pupils	Average Age of Entr'ce	No. of Pupils	Average Age of Pupils
4A	86	6–6	79	6–5	67	6–7	76	6–7	.....	.....
5A	107	6–11	69	6–8	63	6–10	126	6–11	46	6–10
6A	62	6–7	50	6–7	53	6–8	60	6–7	39	6–7

*Groups of ten pupils or less are not included.

the three grades, the per cent of normal progress for each summer group is as follows: no-summer group, sixty-nine and four-tenths per cent; one-summer group, thirty-one and four-tenths per cent; two-summer group, twenty-seven and six-tenths per cent; three-summer group, fifty-six and three-tenths per cent; four-summer group, eight and six-tenths per cent; five-summer group, seven and one-tenth per cent; six-summer group, none. Only one group is out of line with the tendency for the per cent of normal age pupils to decrease with each additional summer quarter attended. No explanation was found for the marked increase in normal age pupils in the three-summer group. The decreases from group to group in normal age pupils contribute principally to increase the per cent of retarded pupils. However, there is also an increase from group to group in the per cent of accelerated pupils.

From these data on progress we conclude that the pupils who attend school all year in Nashville tend to be both more retarded and more accelerated than those who attend only three quarters. Furthermore, each succeeding summer group is composed to a greater extent of retarded and accelerated pupils. The retarded group in each exceeds the accelerated group in both per cent of increase and size.

In Table XIV are presented data on the chronological age of the several summer groups in grades 4A, 5A, and 6A. An examination of these data shows that chronological age varies inversely with the number of summer quarters attended. It will be observed, however, that in most cases the decrease in chronological age for succeeding summer groups is not as great as the amount of time spent in summer attendance. This would be expected from our previous study of the influence of summer quarter attendance on grade placement.

Data similar to those presented on chronological age are presented on mental age in Table XV. It will be observed that with two exceptions mental age varies inversely with the number of summer quarters attended. Thus, we see that, in general, the pupils who have attended summer quarters are less mature mentally than those who have not attended during the summer. It will also be noted that the standard deviation of the one-summer group in each grade is larger than the standard deviation of the no-summer group. The standard deviations for the two-, three-, and four-summer groups tend to be smaller than the standard deviation for the one-summer group. This may possibly indicate that a smaller proportion of normal children attend the summer quarter than do the regular quarters. Also, that with increasing summer quarter attendance the more mature tend to drop out, this accounting for lower means and smaller standard deviations.

A comparison of the intelligence quotients of the several summer groups in grade 4A is presented in Table XVI. These data indicate that the no-summer group is slightly superior in intelligence to the other groups. The differences, however, are small.

TABLE XIV

MEANS, STANDARD DEVIATIONS, AND RANGES OF CHRONOLOGICAL AGE OF PUPILS IN GRADES 4A, 5A, AND 6A DIVIDED ACCORDING TO THE NUMBER OF SUMMER QUARTERS ATTENDED,* NASHVILLE, TENNESSEE

No. of Summer Quarters Attended	4A				5A				6A			
	Number of Pupils	Mean	Standard Deviation	Range	Number of Pupils	Mean	Standard Deviation	Range	Number of Pupils	Mean	Standard Deviation	Range
0	86	124.4	8.6	103 to 150	104	144.3	17.85	122 to 198	93	151.9	12.5	130 to 192
1	79	122.6	10.6	102 to 166	71	139.6	16.05	118 to 188	55	151.5	15.7	116 to 190
2	67	121.6	13.8	102 to 159	67	137.2	14.70	116 to 188	56	147.8	13.4	126 to 182
3	76	118.0	10.9	103 to 163	120	131.1	15.78	112 to 192	56	146.6	20.4	122 to 240
4					42	138.0	15.45	116 to 180	37	140.8	14.9	118 to 194

*Groups of ten pupils or less are not included.

TABLE XV

MEANS, STANDARD DEVIATIONS, AND RANGES OF MENTAL AGE OF PUPILS IN GRADES 4A, 5A, AND 6A DIVIDED ACCORDING TO THE NUMBER OF SUMMER QUARTERS ATTENDED,* NASHVILLE, TENNESSEE

No. of Summer Quarters Attended	4A				5A				6A			
	Number of Pupils	Mean	Standard Deviation	Range	Number of Pupils	Mean	Standard Deviation	Range	Number of Pupils	Mean	Standard Deviation	Range
0	86	129.0	13.9	96 to 180	103	132.5	12.6	96 to 165	83	139.8	14.9	111 to 188
1	79	124.3	15.1	96 to 165	76	129.2	15.1	98 to 171	54	137.1	16.4	98 to 184
2	67	123.9	14.4	96 to 171	72	130.3	13.0	103 to 171	59	135.4	13.2	109 to 171
3	76	119.7	14.8	96 to 152	120	129.4	13.9	96 to 171	60	153.3	16.8	101 to 188
4					44	124.4	13.2	96 to 142	38	135.5	13.3	109 to 175

*Groups of ten pupils or less are not included.

TABLE XVI

MEANS, STANDARD DEVIATIONS, AND RANGES OF INTELLIGENCE QUOTIENTS OF PUPILS IN GRADE 4A DIVIDED ACCORDING TO THE NUMBER OF SUMMER QUARTERS ATTENDED,* NASHVILLE, TENNESSEE

NUMBER OF SUMMER QUARTERS ATTENDED	NUMBER OF PUPILS	MEAN	STANDARD DEVIATION	RANGE
0	86	105.3	14.7	75 to 148
1	79	102.4	16.2	62 to 147
2	67	104.8	18.0	65 to 153
3	76	103.4	18.0	63 to 141

*Groups of ten pupils or less are not included.

COMPARISON WITH THE NEWARK SURVEY RESULTS

The best known all-year school in America is the organization which was started at Newark, New Jersey, in 1912. In 1925 a survey was made to determine the effectiveness of this organization. The findings of the Newark survey in connection with the influence of all-year schools upon the achievement of pupils make an interesting comparison with the findings of this study.

Newark's organization differed from Nashville's in that part of the Newark schools operated upon an all-year basis and part upon a ten-months basis. This raised the problem of securing schools from the two groups which could be fairly compared. In Nashville this problem did not exist because, with only one or two exceptions, all schools in the city have been operated for the full year. Furthermore, whenever a particular school has not been operated during the summer the children who regularly would attend it have been cared for at a neighboring school. Thus, whereas the comparisons in the Newark survey were between the pupils from the two groups of schools, —the all-year schools vs. the traditional schools,—the comparisons in the study reported here are between pupils from all schools in the city grouped according to the number of summer quarters attended.

The methods of study used in the Newark survey differed from those employed in this study at a number of points. Hence, it is of special interest that the actual findings of the two studies with respect to the influence of the all-year school upon achievement are in general the same. The Newark study showed that pupils in all-year schools who had attended school 6.06 months longer than pupils in traditional schools, achieved 1.33 months higher than pupils in traditional schools. The present study shows that all-year pupils who have attended school six months longer than nine-months term pupils achieve 1.9 months higher than do the nine-months term pupils. Although the findings of the two studies are similar, the conclusions differ. The conclusions given in the Newark survey are quoted below:

In view of the foregoing we can answer with much assurance the question: If a traditional school were substituted for every All-Year school would such a change promote the educational welfare of the pupils? The answer is NO. The pupils in the All-Year school are further advanced educationally than they would be if they had attended a Traditional school instead. Furthermore, the more the pupils in the All-Year schools have taken advantage of the opportunity offered by the All-Year schools, the greater is their superiority over comparable Traditional pupils. Except for considerations of cost and administrative inconvenience, this answers the question so far as the elementary schools are concerned.[8]

It will be noted that no consideration is given to the desirability of pupils spending 6.06 months to advance 1.33 months in achievement. In fact, in the entire report this factor is considered only in connection with the financial requirements of the all-year program.

It seems extremely important to inquire whether it is a wise expenditure of 6.06 months of pupils' and teachers' time and energy to advance pupils' achievement 1.33 months. Thus, although the findings of the two studies are similar the interpretations of these findings differ. Those responsible for the Newark survey said without hesitation that any gain from attendance at school for the full year justified the all-year school. The writer maintains that there must be a reasonable return for the time and effort expended and that a gain of less than one and a half months achievement from six months work as is shown by the Newark survey is a questionable return.

The writer's conclusions are stated in some detail in the final section of this study.

SUMMARY

1. Approximately forty-five per cent as many Nashville pupils have taken advantage of summer quarter opportunities as have taken advantage of the opportunities provided during the other quarters of the year.
2. There is a marked tendency for the achievement of pupils in grades 4A, 5A, and 6A to vary inversely with the number of summer quarters attended. Also, the achievement of pupils in grade 4A of equal intelligence, equal age-of-entrance to school, and with an equal number of quarters of school attendance varies inversely with the number of summer quarters attended. It appears that three months of summer attendance results in from one and a half to two months achievement.
3. The number of quarters of school attendance required to reach grades 4A, 5A, and 6A varies directly with the number of summer quarters attended. Also, the number of quarters of school attendance required by pupils of equal intelligence and equal age-of-entrance to school to reach grade 4A varies directly with the number of summer quarters attended. Three summer quarters attendance has resulted in slightly more than two quarters advancement in grade placement, two summer

[8] Wilson Farrand and M. V. O'Shea, "All-Year Schools in Newark, New Jersey." Newark, New Jersey: Board of Education, 1925.

quarters attendance has resulted in slightly less than one and a half quarters advancement, and one summer quarter attendance has resulted in nine-tenths of a quarter advancement.

4. The per cent of failure during the summer quarter is only slightly higher than it is during other quarters of the year.
5. Failure in the quarter immediately preceding the summer quarter is not an important influence on summer quarter attendance.
6. In the judgment of the writer the practice of permitting children to gain grade placement by summer quarter attendance above the level warranted by their maturity only to follow such advancement by failure has resulted in grave injustice to numerous children.
7. Although it has been the policy in Nashville to hold that the summer quarter is an integral part of the school year, the curriculum during the summer quarter has been limited both as to the subjects offered and the instruction time allotted.
8. There is apparent no tendency for pupils who enter school late to use the summer quarter to a greater extent than other pupils.
9. There is a tendency for a larger proportion of pupils who make slow and rapid progress to attend the summer quarter than pupils who make normal progress.
10. Chronological age and mental age vary inversely with the number of summer quarters attended.
11. The grade 4A no-summer group is slightly higher in intelligence than the other groups, although the variations are slight.

CONCLUSIONS

In the judgment of the writer, the all-year organization is not justified as a means of rushing children through school. Ability to progress in the various fields of learning depends to a considerable extent upon mental maturity. Mental maturity is closely associated with physical maturity. The maturing process in boys and girls cannot be hastened materially by additional hours of study and instruction.

It is doubtful that an educational program which meets the needs of pupils in a nine-months school could be fitted to their needs in a twelve-months school by the mathematical procedure of extending the program one-third. Considered from the long time point of view, a curriculum for fifty-four months of work spread over six chronological years of child development would not care for the needs of the same children equally well if spread over four and a half chronological years of development. To attempt to cover a third more arithmetic, spelling, etc., during twelve months than would be covered during nine months very possibly would be a sheer

waste of time. It is true, of course, that we do not know what are optimum time allotments in the various fields of instruction. However, present tendencies suggest that the time devoted to the formal subject fields already is beyond the optimum amount. Most certainly the solution of this problem of time allotment for the all-year organization cannot be reached by the mathematical procedure employed by the Nashville type of organization.

In communities which find it possible and desirable, as many may do, to establish an all-year school the educational program should be developed with great care. The program should evolve from an analysis of the needs of boys and girls at given levels of maturity and should be developed from the point of view that the school has twelve months to meet those needs instead of nine or ten months. In an all-year organization which attacks curriculum problems in this fashion, fields of work to which the nine- and ten-months school devote little time might receive increased emphasis. On the other hand, some fields might receive no more time than they are now allotted. The educational needs of boys and girls at a given time would dominate the curriculum rather than the idea of rushing them through the school grades. Optimum all-around growth would become the dominant objective of education rather than advancement from grade to grade.

RECORDS OF PUBLIC JUNIOR COLLEGES OF MISSOURI*

W. W. CARPENTER
University of Missouri, Columbia, Missouri

The purpose of this study was to collect and make available the records used in the public junior colleges of Missouri. With this in mind, a letter was mailed to each of the eight public junior colleges of the state requesting a copy of each record used in their system. The records received were sorted into two groups.

In the first group were placed those records which are recommended by the University of Missouri Committee on Accredited Schools and Colleges. This committee recommends six major records, describes these in detail, and gives suggested forms.[1] The purpose of this study has not been to evaluate the records of the junior colleges or to determine to what extent the junior colleges follow the recommendations of the University Committee. Since some of the records differ in minor details from those recommended, the original descriptions are used in this report.

A junior college dean early discovers that he needs other records than the six just considered. The University Committee makes no recommendation relative to such records except to state that additional forms are used. All such forms received from the junior colleges were placed in a second group and later re-sorted into the following sub-groups:

Pupil records (individual);
Pupil records (group);
Teacher records;
Business procedure;
Request to alumni.

It was thought best to omit from this study the detailed accounting records and the departmental records. Either one of these groups would furnish the material for a very interesting and valuable study. The six major records recommended by the University of Missouri Committee on Accredited Schools and Colleges are grouped under Sub-division A. These records are briefly described for the benefit of those who do not have access to the Missouri bulletin. Records concerning one pupil are arranged alphabetically under Sub-division B. Records concerning a group of pupils are placed under Sub-

*Editor's Note.—This article, while concerned primarily with records for Junior Colleges, has distinct value for those interested in school records at any level.

[1]J. H. Coursault and Committee on Accredited Schools and Colleges, Circular of Information to Accredited Junior Colleges, *The University of Missouri Bulletin, Education Series No. 21*, October 1, 1926, pp. 12-14.

division C. Records concerning the teacher are placed under Sub-division D. Business procedure records are placed under Sub-division E, and a request to alumni is placed under Sub-division F.

Records under Sub-divisions B to F, inclusive, are not described as the form for one of each of these records is given. The column on the right of Table I indicates the routing of each record. Attention should be called to the fact that the use of the word dean, president, registrar, or office was determined by its use on the particular record selected.

SAMPLES OF RECORD FORMS

The forms shown are those listed under Sub-divisions B to F, inclusive. In selecting a particular form, usually the most comprehensive one was chosen. In the following instances, two samples of the same record are given: B-5, Daily Attendance Report, and B-20, Grade Report to Pupil.

No one junior college of Missouri uses all of the records given here as the need for records varies from situation to situation. In addition, this list is

TABLE I

RECORDS OF PUBLIC JUNIOR COLLEGES OF MISSOURI

	A. THE SIX MAJOR RECORDS[2]	
No.	Description of Record	Routing of Record
1	ENTRANCE CERTIFICATE, secondary credits certified to by principal of high school	High school principal to college dean or registrar
2	INFORMATION BLANK, personal information about the student	Student to dean or registrar
3	PROGRAM CARD, individual class schedule, name of courses, catalog number, credit, time of meeting, etc.	Student to dean or registrar
4	CLASS ROLL—GRADE REPORT, teacher's report on students' grades	Teacher to dean or registrar
5	RECORD CARD, permanent cumulative report of student's records. Includes high school and college record. Back of card may be used for activities, intelligence tests, health notes, special abilities, vocational plans, etc.	On file in office
6	TRANSCRIPT OF RECORD, official transcript of record of student. Entrance credits and college credits; courses—descriptions, course number, date, semester hours, grade, credit	Registrar or dean to registrar or dean of another school

[2]Recommended by the University of Missouri Committee on Accredited Schools and Colleges.

	B. PUPIL (concerning one pupil)	
1	Activity program card	Pupil, adviser, dean
2	Application for certificate	Pupil, head of department, dean
3	Application for degree	Pupil to dean
4	Application for loan	Pupil, parent, secretary of loan fund
5	Attendance, daily report	Teacher to registrar or dean
6	Attendance, excused absence, account of illness	Dean to teacher
7	Attendance, excused absence, participation in school activities	Dean to teacher to dean
8	Attendance, semester report	Teacher to office to teacher
9	Attendance, semester or year report	Teacher to office
10	Change of program blank	Pupil to dean to pupil
11	Chapel record	Pupil to office or teacher to office
12	Class admission card	Registrar, dean, pupil, teacher
13	Drop course, recommended by teacher	Teacher to office
14	Participation in competitive athletics	Student to physician to dean
15	Petition to drop course	Pupil, instructor, dean
16	Reinstatement of pupil	Principal to teacher
17	Relieved from afternoon classes	Pupil, employer, parent, president
18	Report to parent, scholarship of pupil	Teacher, dean, parent
19	Report to parent, unsatisfactory work of pupil	Teacher, principal, parent
20	Report to pupil, grade for unit of time	Pupil, office, pupil or instructor to pupil
21	Report to pupil, unsatisfactory work	Dean to pupil
22	Summons to pupil	Dean to pupil to office
	C. PUPILS (group reports)	
1	Failing students	Teacher to dean
2	Number belonging	Teacher to dean
	D. TEACHER	
1	Personal record of teacher	Teacher to dean
	E. BUSINESS PROCEDURE	
1	Receipt for incidental fee	Pupil, business office
2	Receipt for laboratory fee	Pupil, business office, instructor
3	Receipt for tuition and fees	Pupil, business office, registrar
4	Requisition, athletic department	Coach, office, vender
	F. REQUEST TO ALUMNI	
1	Request to alumni for information	Office, alumnus, office

probably not complete, since without doubt certain records of minor importance were not submitted. The purpose of this study has not been to evaluate these records or to set up an ideal scheme which should be adopted by all schools. It is thought, however, that the records given will be suggestive to those planning new records. Help can also be obtained from school record systems now available on the market.

Attention is also called to the March issue of the *Junior-Senior High School Clearing House*,[3] which is entirely devoted to records and reports. This magazine not only describes in detail the objectives to be attained by the use of records, but it gives detailed descriptions and samples of a large number of junior and senior high school records. Directors of junior colleges will find this issue of the magazine very helpful.

SAMPLES OF RECORDS USED IN THE PUBLIC JUNIOR COLLEGES OF MISSOURI

B-1. ACTIVITY PROGRAM CARD

Name _____ Date _____

Activity	Time of Rec.	Time of Lab.	Time of Study or Activity
Work			
Sleep			
Social Activity			
Religious Activity			
Physical Training			

Adviser _____ Approved _____, Dean

B-2. APPLICATION FOR TEACHER'S CERTIFICATE

Name _____
PRINT your name the way you want it to appear on certificate

Home address _____

Teaching address (if you have been employed) _____

Underscore the certificate for which you are an applicant:

Two-year Elementary Teachers Certificate (60 hours).

One-year Elementary Teachers Certificate (30 hours).

Are you a candidate for the Degree of Associate in Education? _____

Signed _____
Applicant

Approved _____
Head of the Department of Education

[3] Records and Reports, *Junior-Senior High School Clearing House*, Vol. IV, March, 1930.

B-3. APPLICATION FOR DEGREE

Name _____
PRINT your name the way you want it to appear on your degree

Home address _____
Underscore the degree for which you are a candidate:

Associate in Arts Associate in Education

How many semester hours are you taking this semester?_____

How many semester hours of college credit do you **now have?**_____

How many points do you now have?_____ (Advanced standing accredited by the Junior College counts one point for each hour of credit.)

Are you taking physical education this semester?_____

How many semesters of physical education have you had?_____

Approved _____, Dean. Signed_____
Applicant

B-4. STUDENT LOAN APPLICATION

Junior College of_____

I hereby apply for a loan from a student loan fund and submit the following information. I certify that the loan requested is needed and that I cannot continue my work unless I receive some financial assistance.

Name in full_____
(Please print) Given Middle Surname

Address _____ Telephone No. _____

Birthplace_____ Date of birth_____ Age at this time_____

Year in which you are enrolled_____ No. credit hours_____

Average grade_____

Name of parent (or guardian)_____ Occupation of parent or guardian_____ Address_____

Amount of loan requested_____ Give below the date you can make the first payment on the loan_____

Give itemized statement of the purpose for which the money is being borrowed

_____

_____

What is the total of your monthly expenses?_____

Amount of present indebtedness, if any_____

Give names and addresses of three persons, not related to you or connected with the Junior College, to whom you can refer:

_____

_____

_____

I solemnly affirm the correctness of the foregoing answers, and promise to use the loan granted me for no other purpose than the necessary expenses of continuing my education. I promise to repay the loan according to the terms of the payment plan outlined on the notes.

Certified by parent or guardian. Signed_____
(Full name)

B-5. ATTENDANCE, DAILY REPORT

Absence Report

_____ Junior College

Date_____

Name _____

Class _____ Hour _____

Teacher_____

NOTE: If tardy, cross X with red pencil.

Daily Attendance Sheet

_____Junior College

_____, Missouri

PUPILS	I	II	III	IV	V	VI	REMARKS

Teacher_____ Date_____

B-6. ATTENDANCE, EXCUSING ABSENCE OF PUPIL

Date_____

To College Instructors:

The absence of_____

on _____ from _____

_____was due to illness and should be excused.

_____

Dean

B-7. ATTENDANCE, EXCUSED ABSENCE, PARTICIPATION IN SCHOOL ACTIVITIES

_____, 19____

_____ is excused from_____week, M T W T F, to participate in school activity.

_____, Dean

NOTE: This notice is to be returned to the Dean at the close of the semester and excused absence marked thus (X) on Course Card. Regular absences are marked thus (/).

B-8. ATTENDANCE, SEMESTER REPORT

Junior College of _____

Course Card _____ First Semester, 1930-31. _____ Division.

Name _____
(Last name first)

Subject _____ Course No. _____ Credit Hours _____ Grade _____

Recitation Hours _____ Laboratory Hours _____ Room No. _____

WEEKLY REPORT OF ABSENCES

Week ending	Sept. 5			Sept. 12			Sept. 19			Sept. 26			Oct. 3			
	M	W	F	M	W	F	M	W	F	M	W	F	M	W	F	
SUMMARY	T	Th		T	Th		T	Th		T	Th		T	Th		
	Oct. 10			Oct. 17			Oct. 24			Oct. 31			Nov. 9			
	M	W	F	M	W	F	M	W	F	M	W	F	M	W	F	
No. days belonging	T	Th		T	Th		T	Th		T	Th		T	Th		
No. days absent	Nov. 14			Nov. 21			Nov. 28			Dec. 5			Dec. 12			
No. days present	M	W	F	M	W	F	M	W	F	M	W	F	M	W	F	
No. times tardy	T	Th		T	Th		T	Th		T	Th		T	Th		

_____, Instructor

B-9. ATTENDANCE, SEMESTER OR YEAR REPORT

Junior College of _____ Attendance record of _____

First 18 weeks 1st Semester, 1927-28

Pr.	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1																														
2																														
3																														
4																														
5																														

First 18 Weeks 2nd Semester, 1927-28

Pr.	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1																														
2																														
3																														
4																														
5																														

B-10. CHANGE OF PROGRAM BLANK

Name _____ Class _____
Address _____ Date _____

General Subject	Course No.	Special Title	Hours Credit	Time of Rec.	Time of Lab.	Teacher

Take the following:

_____, Dean

B-11. COLLEGE CHAPEL RECORD

Name _____
Date _____

B-12. CLASS ADMISSION CARD

OF _____ Date _____
Name
TO _____

_____ _____
Registrar Dean

This card must be presented for class admission properly signed.

B-13. DROP COURSE, RECOMMENDATION OF TEACHER

Junior College of _____, Missouri

_____, 19____

I recommend that _____

be dropped from _____

for the reason that _____

_____

_____

My estimate of standing at present is _____

_____, Instructor

B-14. PARTICIPATION IN COMPETITIVE ATHLETICS

Junior College of _____, Missouri

_____, 19____

Mr.
Miss _____ who has appeared before me for physical examination is physically fit to participate in strenuous forms of competitive athletics.

_____

M. D.

To the student: File this certificate with your physical director before competing in any interscholastic or interclass contests.

B-15. PETITION TO DROP COURSE

_____ Junior College

Name _____ Date _____

To the Dean:

I hereby petition to be permitted to drop the following course:

Name of course _____ No. of course _____

Instructor _____ Credit hours _____

Reasons for dropping this course _____

_____

_____

Approved by _____, Instructor

Approved by _____, Dean

B-16. REINSTATEMENT OF PUPIL

_____, 19____

_____

has re-entered school today and teachers are requested to make the proper entries in their records and to sign on lines below to show reinstatement.

_____

Principal

_____

_____

_____

_____

_____

_____

_____

NOTE: The student must return this notice to the office after it has been signed by teachers. His reinstatement is not complete until this is done.

B-17. PUPIL RELIEVED FROM P. M. CLASSES ON ACCOUNT OF WORK

Name _____ Date_____
Nature of work_____Hrs.____
Employed by _____
Signature of Employer _____
Signature of student_____
Signature of parent approving _____
Relieved from afternoon work for_____ semester.

M _____ is relieved from the requirements of five hours' afternoon work for _____ quarter because of necessary outside work for self-support.

_____
President

Date_____

B-18. REPORT TO PARENT, SCHOLARSHIP OF PUPIL

Junior College of _____, Missouri

_____, 19____

REPORT TO PARENTS:

At six weeks' intervals during each semester the student's scholastic progress is brought to the notice of parents.

_____ is doing_____

work in _____

_____, Teacher _____, Dean

B-19. REPORT TO PARENT, UNSATISFACTORY WORK OF PUPIL

_____Junior College

Date_____

This is to certify that_____

is doing unsatisfactory work in_____

Reason: _____

_____

It will be necessary to devote more attention to these subjects in order to secure a passing grade at the close of the semester. We desire to co-operate with you in whatever may be done to encourage and stimulate the student to make the most of his opportunities. The teacher will be glad to confer with you regarding the student's work.

_____, Teacher

_____, Principal

B-20. REPORT TO PUPIL, GRADE FOR UNIT OF TIME
Junior College of _____, Missouri

The undersigned requests {Semester / Mid-semester / Summer} be recorded below

COURSE	HOURS	GRADE

Date _____ Name _____

Explanation on back of card.

and
Junior College of _____
Semester Report

has made a grade of _____ with _____ hours credit in _____ during the _____ ending _____, 19____

_____
Instructor

B-21. REPORT TO PUPIL, UNSATISFACTORY WORK
The Junior College of _____
Office of the Dean

M _____

I regret to inform you that you have been reported as doing poor work in _____

Please consult your instructor as to your difficulties and make every effort to improve your work in this course. If you desire to talk with me about your work, I shall be glad to have you do so.

_____
Dean

B-22. SUMMONS TO PUPIL
The Junior College of _____
Office of the Dean

M _____

Will you please call at the office during office hours _____ bringing this slip with you?
Concerning _____

_____
Dean

C-1. FAILING STUDENTS (REPORT OF INSTRUCTOR)

Date _____

To the Dean:
The following students did not do passing work during the week beginning _____:

Name of student Name of course

_____
Instructor

C-2. NUMBER BELONGING IN CLASSES

Junior College of _____

Number Belonging in Classes

Week ending _____

Subjects	Daily	M W F	T Th	Room
Hour 1				
Hour 2				
Hour 3				
Hour 4				
Hour 5				
Hour 6				
Hour 7				

_____
Teacher

D-1. PERSONNEL RECORD OF TEACHER

Junior College of _____

Date _____

1. Name _____ Date of birth _____
2. Address _____ Telephone _____
3. Subject preference _____
4. Experience _____
(where)
_____
(years)
5. No. hours college credit: Undergraduate _____
Graduate _____
6. Education _____ hours English _____ hours
Science _____ hours History _____ hours, etc.
7. Do you sing? _____ Play an instrument? _____
8. Health? _____
9. What church do you attend? _____
10. What extra-curricular activities can you direct? _____
11. Names of three persons who are qualified to speak in regard to your preparation, ability, and character:
12. What organizations have you belonged to in college? _____
13. Other than classroom, what contributions have you made to the extra-curricular work of the college? (Dramatics, music, debating, athletics, etc.) _____
14. What type of certificate will you hold in May, 19____? _____
When can you start teaching? _____

E-1. RECEIPT FOR INCIDENTAL FEE

Junior College of _____
Fee
$5.00 Date _____
Received of _____
Five Dollars, Incidental fee for
_____ Semester
of the school year 193__-193__
Not valid until stamped paid.
Student's copy.

Junior College of _____
Incidental Fee Receipt
Fee
$5.00 Date _____
Received of _____
Five Dollars, Incidental fee for
_____ Semester
of the school year, 193__-193__
Not valid until stamped paid.
Office copy.

E-2. RECEIPT FOR LABORATORY FEE

Junior College of _____
_____, 19__
Received of _____
_____Dollars for laboratory fee in
_____
Name and No. of course
Not valid until stamped paid.
Fee_____
Office copy. _____

Junior College of _____
_____, 19__
_____ has paid
laboratory fee for_____
_____
Name and No. of course
Fee_____
Instructor's copy.

Receipt for Laboratory Fee
Junior College of _____
_____, 19__
Received of _____
_____ dollars for laboratory fee
in _____
Name and No. of course
Not valid until stamped paid.
Fee_____
Student's Copy.

E-3. TUITION AND FEES

Junior College of _____

Name _____
Address _____
Date _____
Resident or Non-resident _____
Age _____
Born _____
(year) (month) (day)

Tuition and Fees

Activity Fees	$5.00
Library and Ind. Fee	1.50
Late Registration Fee	____
Tuition—	
Non-resident	____
Over Age	____
Laboratories—	
_____	____
_____	____
_____	____
_____	____
Total	____
Amount paid	____
Balance	____

Remarks _____
_____
_____

Student's Receipt

Received of _____
Total _____
(In full for tuition and fees)
_____
Registrar, Junior College of _____

E-4. REQUISITION, ATHLETIC DEPARTMENT

_____ Junior College
Order No. _____
Date _____

Order Form

This order when signed by the Dean of the Junior College authorizes you to deliver to the Junior College, _____ Street, _____, Missouri, the merchandise described below.

Charge to the Junior College Athletic Fund.

Make delivery by Ship by

Ordered by _____ Approved by _____
Dean

Your invoice must show our order number.

F-1. REQUEST TO ALUMNI FOR INFORMATION

Junior College of _____, Missouri

Dear Alumnus:

A thorough survey of our former students is being made with the object of compiling an authoritative alumni directory. Won't you take a few minutes and fill out the blank below and send it back in the enclosed stamped, addressed envelope? Your co-operation is greatly appreciated.

Yours very truly,

Name _____ Class, 19____
Permanent home address _____
Degrees:
Junior College _____
Senior College _____ { When _____ / Where? _____
Present occupation _____
_____
Present address _____
Have you done any advanced work since leaving Junior College? _____
_____

CERTAIN INFLUENCES IN TEACHERS COLLEGE STANDARDIZATION

WALTER W. LUDEMAN
Southern State Normal School, Springfield, South Dakota

Scope of Paper

In tracing the history and present status of Teachers College Standardization, an attempt will be made to pick up the early traces of tendencies toward interest in accrediting normal schools and bring these up to date by showing what some of the large professional organizations have tried to accomplish in the direction of higher standards for teacher training institutions. It will be impossible to submit any tables showing the statistical growth in the number of accredited institutions of different kinds and classes, since it has been only in recent years that teacher training schools have been classified. Also it will be impossible to submit summaries of investigations on the increased efficiency of teachers colleges and normal schools since higher standards have been adopted. If there has been such an increase, there is no scientific evidence to substantiate it. In a few instances, studies have been made to find current policies among the institutions to serve as a guide toward standards, and summaries of these investigations will be incorporated.

Influences Which Have Delayed Teacher College Standardization

Many factors have contrived to hold back teachers college accreditment. The fact that normal school work was very little above the high school level for so many years has made it difficult to elevate the instruction to the place where it had a right to expect some sort of standardization. Since the institution had been so closely allied with secondary school work the training of the faculty, the organization of the curriculum, and other phases of the work were of this grade and these are factors which take a long time to change.

Standardization has been slow too, because for many years there was a question in the minds of educators as to the precise description of the function of the teachers college. Was it to be an institution with a two, three, or four year curriculum? Was it to confine itself strictly to the training of rural and city grade school teachers or was it to go into the field of high school teacher training? State legislatures were very free to enact legislation giving normal schools the power to offer four-year curricula in practically all of the states and the institutions were ambitious and immediately organized such courses with the result that there sprang up every conceivable kind of curriculum, making standardization intensely difficult.

Colleges and universities have opposed, indirectly if not directly, the creation of standards for teachers colleges, possibly because of the fear that these institutions would cut into arts college enrollments. Consequently university accrediting agencies have tended to make the standardization as difficult as possible. In a meeting of such an accrediting agency a nationally famous educator insisted that if standards for teachers college were to be adopted, these standards should be higher than those for liberal arts colleges.

The normal schools and teachers colleges have hindered their own standardization. Presidents and faculty representatives have failed to agree on matters of policy in connection with curricula, faculty preparation, etc., with the result that each institution has been a unit unto itself, making standardization difficult if not impossible.

There are instances of teacher training institutions in the same state that have tried to adopt uniform policies on such things as grading systems, but have failed because each institution wished to impose its own idea on the group.

History of Teachers College Standardization

The National Education Association. An investigation of the programs and committee reports of the Normal School Department of the National Education Association shows that very little attention was given to standardization from 1864 up to the latter part of the century. The topics discussed seem to indicate that they were struggling with a definition of the institution more than anything else. Such themes as these were developed: "What Constitutes a Normal School?" (1881); "Distinctive Principles of Normal School Work" (1886); "What Constitutes Professional Work in a Normal School?" (1891); "The Relation of the Normal School to Other Institutions of Learning" (1892); and "Conditions of Admission to Normal Schools." (1903).

It is interesting to note that committees reported in 1897 and 1899 on an investigation of the efficiency of normal schools. These reports seemed to be the first and most important items in a half century on creating a favorable attitude toward standards.

In 1907, the Committee on Statement of Policy made the following recommendations regarding the preparation of teachers: (1) that candidates for admission to normal schools should have a high school education; (2) that normal schools should prepare secondary teachers, by giving three and four year courses. To do this they were to have academic departments as strong as the colleges and high schools as parts of the training schools; (3) the universities and colleges should give full credit for work done in the normal school, provided the student had high school education for admission. This last point seems to be the first mention of an issue between the university and normal school that is still open.

Dr. A. O. Thomas, in 1909, gave an indication to the Normal School Department, of the general thought of normal school people on the future of standardization when he said, "Normal school standards have been determined largely by outside influences, but the movement is now sufficiently advanced and established to have definite standards and ideals of its own. The normal school of the future will not only determine its own standards and courses of instruction but will be a pacemaker for the great system of public instruction." Some of this forecast has come true, but it is significant that the National Education Association paid little attention to standards from 1909 to 1917, except to appoint a Committee on Normal School Standards in 1912. This committee was not allowed any funds for operation, hence did not meet and no standards were presented. In 1917, the attention of the Normal School Department was drawn to standardization, when a study was presented recommending that, since conditions in the various states were on such different bases as to make standardization of courses impossible, the best plan for accreditment would be to call those schools A-1 which require four years high school and four years college; B-1, those which require three years high school and four years college; C-1, those which require two years of high school and four years college; and D-1, those which require one year of high school and four of college. This attempt at teacher college classification was a weak attempt to standardize on the basis of entrance requirements alone and received no approval from representatives of the organization.

Nothing further of significance on accreditment happened in the Normal School Department and in 1924, this body was combined with the American Association of Teachers Colleges. Later developments will be traced in that body. Although the National Education Association did not adopt definite standards for normal schools at any time its influence was strongly felt in that direction.

The North Central Association of Colleges and Secondary Schools. The North Central Association of Colleges and Secondary Schools, which developed out of the Michigan Schoolmasters Club in 1896, has played an important part in bringing teacher training institutions up to higher standards. For the benefit of normal schools it might be well to say that the North Central Association did not adopt standards for high schools until 1902, and up to 1907 had no standards for colleges. In that year a Committee on Standards reported and six meager regulations were adopted. The following year standards were added on endowment and income, credit for graduation, library, and on the training of the faculty, but the regulation on endowment was dropped a year later. In all of these attempts at accreditment, the normal schools and colleges were considered together and in the lists of accepted institutions, they were published in a group until 1913, when the teachers colleges and normal schools were taken off the regular college list

and placed in an unclassified list. Probably one reason for this was the fact that more rigid standards for colleges had been adopted by the Association in 1912 and the normal schools could not be retained longer on the general list, since most of them were so far inferior on the standards adopted. Undoubtedly the new standards of 1912 on teaching load and on size of classes were the standards which caused the normal schools to be removed from the list of approved institutions since most of the normals were very much understaffed and the classes were consequently large.

Normal schools were kept on an unclassified list by the Association until 1915, when it was made possible for any teacher training institution which met the standards to be placed on the regular college list of approved institutions.

Evidently the North Central Association had some difficulty in holding education departments in colleges to acceptable levels, for in 1916, this regulation was adopted: "When an institution has in addition to the liberal arts college, professional schools or departments, the liberal arts work will not be acknowledged for approval unless professional departments are of acceptable grade."

In 1917 the Association began the policy of listing separately institutions primarily for the training of teachers. Since this group of institutions was so headed it included many small colleges whose essential purpose was the training of teachers.

The first definite adoption by the North Central Association of standards designed for teachers colleges was in 1919. These standards were different from those for regular colleges in several respects. The faculty scholarship requirement was lower for teachers colleges with at least an A.B. required, while in colleges the M.A. was required. For maintenance the regular college was compelled to have a certain minimum endowment, while the teacher training institution was asked to show $50,000 for maintenance. In addition to these differences a standard was set up for normal schools on practice teaching and observation, and they were rated as requiring either 60 or 120 semester hours for the completion of a course. The schools accredited on the basis of these standards for the next few years were practically the same as those on the old list, though a few new institutions were added.

It is important to note that the North Central Association has never made an attempt to classify institutions into schools with curricula of different lengths. The teachers colleges have always been listed without classification and in some cases this has caused confusion in the recognition of the credit. Being on the list without classification has little significance.

It was very evident by 1926 that the North Central Association did not care to assume responsibility for the standardization of teachers colleges. In that year an elaborate committee report was presented on new standards for these

institutions. Before the committee report was opened for discussion, action was taken to table consideration for another year. In his annual report the secretary of the Higher Education Commission recommended that, since the American Association of Teachers Colleges had been working on new standards, and since there was no call for two agencies to cover teachers colleges, steps should be taken to turn the accreditment of these institutions over to the American Association of Teachers Colleges by 1928.

However, the teachers college list has been carried along with the college list by the North Central Association and the standards for teacher training institutions are still stated. In 1928 a resolution to discontinue the teachers college list effective in 1931 was passed and in 1930 another resolution was adopted to move the date of discontinuance ahead to 1933. This would seem to indicate that after 1933 all teacher training colleges will need to meet the liberal arts standards or be dropped by this accrediting body.

Many of the teachers colleges are meeting the college standards as is indicated by the fact that twelve of them were added to the college list in 1929 and six more in 1930. However, some teachers colleges had asked to be dropped from the teacher college list and had left the North Central Association entirely since the list of schools primarily for the training of teachers had dwindled from forty-four institutions in 1929 to thirty-one in 1930. Likely the schools that withdrew were satisfied with the accreditment furnished by the American Association of Teachers Colleges.

The American Association of Teachers Colleges

The American Association of Teachers Colleges was established in 1916 and grew out of the American Council of Education, the American Association of Normal School Presidents, and later the Normal School Department of National Education Association. Prior to 1923 the organization had very little to do with setting up standards for membership. In 1919, a tentative classification for institutions was adopted which provided for three types of colleges:

Class A—institutions that had already granted degrees.

Class B—institutions that have authority to grant degrees but had not done so.

Class C—institutions that had four year courses but no authority to grant degrees.

About 1922 much pressure was brought to bear on the Association toward creating standards. In his annual address to the organization, President Butcher said, "The teachers college must meet the standards of other colleges or else accept at the hands of these colleges a questionable rating." In the same year the Committee on Teachers College of the National Council of Education suggested that the teachers colleges address themselves to the task

of standardization. This same committee brought in a report showing the status of teachers colleges on several bases, such as entrance requirements, degrees granted, preparation of faculty, teacher's load, student's load, separation of juniors and seniors in classes, and found the teachers colleges very nearly up to standards set by the universities.

The foregoing recommendations and advice were undoubtedly responsible for the adoption by the American Association of Teachers Colleges, at the Cleveland meeting in 1923, of the epoch making set of standards which are still the basis of teachers college accreditment. These standards were little different from those of the North Central Association on teachers colleges, except that more definite attention was paid to the training school requirements. The number of pupils in the training department was not to be less than four times the annual number of graduates; the critic teachers were not to number less than one-third of the number in the junior college (first two years) faculty: and student teachers were to do not less than 180 hours of observation and practice.

In 1925 and 1926, flexible standards were adopted which made it possible for teacher training institutions to qualify for accreditment even if they did not meet all of the standards. The failure to meet standards was put on a graduated basis growing less each year until 1931, when failure on one standard was the limit. This allowed many schools several years to bring their institutions up to a level for acceptance.

The delay on the part of the American Association of Teachers Colleges to adopt final standards was somewhat intentional in as much as the leaders of the movement were fairly well agreed that too much haste to create regulations without a thorough investigation would bring bad results.

A very complete study on the status of seventy-five teacher training institutions in comparison with policies of fifty private colleges was presented to the Association in 1924, which served as a basis for procedure for several years. The committee making the investigation found the teachers colleges still below the private colleges on all points where it was possible to make comparisons. In ratio of faculty members to students the private college stood 1 to 13.8 and the teachers college 1 to 22.2; on size of classes, the private college was 20, and the teachers college 28; on teaching load the private college instructor taught 15 hours per week and the teachers college instructor 19.

In 1928, the committee on standards recommended very few changes to the Association and little was altered. A regulation was put in to prevent any student from doing more than one-fourth of his work in extension or correspondence. Another was put in requiring one year of residence work in an institution before a diploma or degree could be issued. The proposal to require two-thirds of the work of juniors and seniors to consist of

advanced courses open only to juniors and seniors was laid on the table for another year.

During 1929 and 1930 very little change was made in standards except to make the library requirements more exact in that the percentages of books from various departments were specified.

A classification of the different types of teacher colleges was to appear in 1928 but did not come out until 1929 and the number of schools for the past two years is as follows:

	1929	1930
Class A Teachers College	102	112
Class B Teachers College	1	0
Class A Junior Teacher College	10	13
Class B Junior Teacher College	2	2

Teachers colleges are designated as Class A or Class B, according to the number of standards which they fail to meet.

Junior teacher colleges refer to those schools with less than four year curricula.

Present Status and Future of Teachers College Standards

There would be no advantage in stating here, the various teachers college standards as they now are. On such factors as entrance requirements, number of departments, graduation regulations, faculty teaching load, student load, plant and maintenance the standards set up for teachers colleges have already approached if not equaled those for liberal arts schools. Many of the standards, however, are merely temporary. The one on the preparation of the faculty is rapidly being met and undoubtedly will be raised when schools come up to the present level. Teachers colleges have had as a part of their faculties many very efficient instructors who have not continued their training and time will need to be given these people to come up to the standard.

The standards which have been most difficult to establish are those dealing with the training department and the practice teaching. Since there were no recognized practices which could be followed, the institutions have had to proceed very cautiously in this direction. Several aspects of the training school problem are difficult of settlement. One of them has to do with the number of pupils in the training department in proportion to the number of practice teachers. The larger institutions are finding it difficult to hold up to a standard which requires thirty pupils for each eighteen students, doing ninety hours of practice teaching, as the present standard requires. Another regulation which is still without final settlement, is the one dealing with the number of hours of practice teaching. There is much sentiment in favor of raising the requirement above ninety hours.

The standard concerning the library has been changed recently, calling for

15,000 volumes instead of 8,000, and the teachers colleges are working toward that end rapidly and with an excellent attitude. It is fairly safe to predict that within another five years the standards that are in a state of flux will be finally worked out and a complete basis for accreditment will be established. The American Association of Teachers Colleges is carrying on continuous study of conditions, and data are being prepared upon the basis of which to proceed. So far as the agency which is to do the accrediting is concerned, it seems that the American Association of Teachers Colleges is the logical one. In other professions and among other institutions each organization has standardized itself. It is evident that the North Central Association of Colleges and Secondary Schools has recognized this in the passive policy it has maintained toward teachers colleges during the past few years.

In some of the states power has been given to the state departments of public instruction to set up regulations governing the issuance of teachers certificates on the basis of diplomas from teacher training institutions and this has made it difficult for these colleges to comply with two sets of standards. It would seem that when the teachers college accrediting agency has been strongly set up, state departments would tend to accept these for all matters of accreditment.

Summary and Conclusion

This investigation shows the influence of the following organizations on teachers college standards:

(1) The Normal School Department of the National Education Association.

(2) The North Central Association of Colleges and Secondary Schools.

(3) The American Association of Teachers Colleges.

At the present time complete standards have been established by the American Association of Teachers Colleges and member institutions are designated as Class A, Class B, and Class C schools in the 1929 report. Some of the standards are still unsettled, especially those which deal with the training department.

It is evident that the other agencies are satisfied to turn accreditment over to the teacher training institutions themselves through their own organization and from now on teachers colleges will be standardized through the American Association of Teachers Colleges.

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MUTE INGLORIOUS MILTONS[1]

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The fault, dear Brutus, is not in our stars
But in ourselves, that we are underlings.—JULIUS CAESAR.

College English departments often serve as a blessed refuge for those who want to write but have nothing to say. There the pseudo-artist, dabbling with his craft, is spared the rigors of the traditional garret. He is assured a small but steady income dependent in no way, fortunately, upon the facility of his pen the while he carries on spasmodic attempts to write. These are largely futile. It is almost inevitable therefore that, once safely billeted in the protecting shade of an academic grove, the ardent possessor of a bright new M.A. soon falls back comfortably and even insistently upon the belief that departmental duties prevent him from following his rampant scholarly or creative inclinations. English departments swarm with restless young men whose defense mechanism is a constant wail that the pressure of routine leaves them no time for either research or imaginative writing. Plagued on the one hand by fussy superiors bent on pushing them into the lacerations attendant upon the pursuit of the doctorate, and on the other by their urge to write poetry or short stories, these gentlemen complain that the duties they were hired to perform prohibit attention alike to their beloved three by five cards or their inspired typewriters.

The tacit implication is that only preoccupation with the classroom, floods of themes, and other piddling chores prevent the tossing of masterpieces into the lap of an indifferent world. A rumble of discontent is abroad in the land. One pictures thwarted esthetes contemplating their respective muses with anguished eyes as frantically they wield red pencils and look up references in a freshman composition handbook.

Such a state of affairs is a possible explanation of the inarticulateness of the customary English department, and it must certainly be comforting to the individual ego. Unquestionably theme reading becomes tiresome to the point where it seems a useless bore; meeting students often seems a futile drudgery; entering grades on cards in triplicate, making out absence reports, and undertaking all the multifarious clerking activities arranged by a thoughtful administration inspire murderous thoughts. It is emphatically not the purpose of this paper to sing the praises of these pranks of our educational system. But it is its purpose to suggest that, were this juggernaut of routine to be stripped

[1]Editor's Note.—This article deals with teachers of English. The same things might be said of instructors in other departments.

of its mechanical irritants, the sad truth might be revealed that instructors need not time but talent.

Even as things are the plea for more time does not appear entirely valid. When work piles up, bad management on the part of the individual instructor may be to blame. There is no need of being harassed by themes to the extent of sitting up nights with them. By judicious reading, say one set of papers a day for four days each week, the major annoyance is disposed of with days to spare. As to the actual time involved, assume that an instructor spends twelve to fifteen hours a week in the classroom. If he reads 130 themes a week, surely a maximum number, ten hours should be ample, more than enough for all except sets of unusually long papers. Six hours a week for conferences allow each of his 130 students two fifteen-minute interviews during a semester of sixteen weeks, and leave some thirty additional hours for longer interviews or impromptu conferences. Suppose that time spent in preparation for freshman or sophomore composition classes is ten hours a week, surely a very high figure. Thus, by the exercise of a little efficiency, not enough to make one obnoxious to himself or others, the college may be served in thirty-eight to forty-one hours a week. This number does not seem an impassable barrier to extra-curricular efforts even though it is, remember, an extreme estimate. It is to be doubted whether the majority of instructors put in nearly so many hours. At least I have never seen any who do. A man who uses up forty hours a week for four or five composition classes must be either a very plowhorse of a plodder or possessed of a nagging conscience not fit to live with. But even if he did spend forty hours he might, were he ambitious, find further time for research and reflection.

Furthermore, the notion that genius and other high orders of talent are superior to environment may, even if not entirely accurate, be useful here. Is it too much to suppose that a man of genuine ability and imagination might surmount the difficulties imposed by routine and produce something despite them? The idea is not completely fantastic. Literary history is full of victories of genius over great odds. Pope contended with ill health, Dickens with a blighting childhood and later a distracting burden of obligations, Kipling with poor eyesight, Conrad with a foreign language. Minor victories occur constantly in popular periodicals that are sprinkled with articles by factory workers, housewives with children, and even convicts who write despite heavy pressure. Perhaps genius survives handicaps because it *is* genius. In an English department there may be no Conrads, but neither are there mountainous obstacles. An array of composition classes need not be an insuperable barricade to persistent ability. Some people are at their best under demanding conditions. These people, no matter how exacting their schedules, find time for individual projects they would probably not undertake if their schedules were easier.

Apropos of this contention, an article entitled "How We Live and Teach at Novelty College," published in *The English Journal* for December, 1929, wonders whether Amy Lowell, had she been subjected to the trials of a college English instructor, would ever have written her biography of Keats. The writer of the article patently things she would not. But my guess is as good as his, and I think she would. The job might have taken longer to finish, but the energy of Amy Lowell would have seen it through, themes or no themes. Perhaps any English instructor with her equipment might duplicate her achievement.

But such monumental research is not forthcoming from the smaller fry of English departments because the smaller fry have not the ability to produce it. Superior ability is as necessary for skillful research as for skillful creative writing. And superior ability is rare among English instructors. In support of this theory are graduate theses no end, written, not by jaded people during short breathing spells between visits with mobs of lethargic freshmen, but by men and women relieved of academic duties, free for one year, two years, or more to delve as much as they choose. From the depths of the graduate schools of the leading universities what pearls do they fetch up? The influence of somebody on somebody else, dull comments on one of the precious literary "periods," meticulous observations on sources of a forgotten poem or play, biographical data dry as dust and just as irritating, painstaking analyses of writers never completely alive and now totally unknown. All this has, no doubt, a disciplinary value to the apprentice brain, but it is of no great use either as scholarship or as literature. College libraries sepulcher a vast deal of the solemn stuff. The diction is primly pedantic, worth a B in any English One course, margins are pleasing, and footnotes conform exactly to rules laid down by the graduate faculty. Remembering that these prize pieces are the offspring of minds unhampered by demands of the classroom, one is entitled to believe that the weary theme reader would probably do nothing of note even if he did *not* read themes.

As a creative writer the English instructor is no less inept. He would be a successful novelist, a successful short story writer, dramatist, poet, if he only could. But he cannot; therefore he remains what he is because teaching English, despite his howls over time sacrificed to stupid undergraduates, allows him enough leisure for occasional free lancing. He scribbles in his portfolio of verse which he sometimes hesitantly exhibits to a friend; he makes notes for a book and may even write it. He sends his pieces on their rounds and collects a full set of rejection slips. When no editor buys his poems he gives them away to his home town newspaper where they appear in Sunday editions and bring congratulations from envious associates. His letter from *Harpers* praising, but refusing, his article is a nine days' wonder in the department; he crashes into *The Nation* once and is regarded with

marked esteem for years afterward. About him are his colleagues carrying on in the same fashion, seeking, but infrequently achieving, the immortality of print. Bulky manuscripts of novels lying somewhere in the litter of many a study, bales of fugitive verses and essays tucked away in desk drawers eloquently give the lie to the contention that the English instructor has no time to write. His fragile brain children plead mutely only for the spark of life. The flurry of excitement when somebody makes one of the paying magazines is a revealing comment on their imperfection. Publication is marveled at, not expected. Though each free lancer may like to think that his teaching prevents the fullest flowering of his genius, he ought to know that it was blighted long ago by his own limitations.

However, these very limitations might be pushed back a little by the self-same horrid pressure of academic routine that seems so crushing. For the stuff of life and of writing is experience. And teaching is a kind of experience that the thoughtful may absorb and use. To one who knows what to do with it it might be as vital as adventures in jungles, treks over mountain passes, shipwreck on the high seas. Our would-be writer, alas, does not know what to do with it—or with any other experience apparently. He frets through nine months of theme-grading, then spends his three months of summer freedom in travel, in a summer school, in loafing, in writing nothing or spasmodic fragments no better than he wrote during his nine months of servitude.

When talent does appear in an English department it is likely either to carry its possessor out of teaching or to lift him above the handicap of schedules and students. Consider Stuart Sherman who deserted the University of Illinois to edit *Books*, the New York *Herald Tribune's* Sunday literary section; Percy Marks who left Princeton to become a novelist; Bernard DeVoto, late of Northwestern University, now a frequent contributor to *The American Mercury, Harpers* and others. It may be pointed out that the reputations of these men must have been partially built while they were still teachers and presumably wrestling with teaching and administrational affairs. Consider further Thomas Wolfe, the brilliant young English instructor at New York University whose *Look Homeward, Angel*, a first novel, was highly praised. Then there is Thornton Wilder, author of *The Bridge of San Luis Rey*, who, as master of a house at Lawrenceville school when he was writing this book, must have had his fill of nagging duties.

Such examples show that the hindrance of teaching may be overcome if one is sufficiently gifted. It would appear that few young English instructors are so gifted. They speak out but seldom. That any change of academic climate would immediately send their floundering creative fancies scudding up Parnassus is far from certain. Mute they are, and inglorious, but not Miltons.

EDITORIALS

EDUCATION AND WORK

Education at the play level seems to be receiving such wide spread attention as to make timely a gentle reminder that there is also such a thing as education at the work level. The distinction between learning through play and learning through work may not be clear always, but that the learning process may involve attitudes and activities hardly characteristic of play seems perfectly plain.

Work involves an acceptance of a deferred goal or objective rather than an immediate one. Certainly the recognition of future values should be encouraged and present conduct should be based, at least in part, on such recognition. Breakfast dishes need to be washed to be ready for another meal. French irregular verbs need to be mastered to make possible a desirable facility in reading, writing or speaking the French language.

Work involves a recognition of duty and an obligation to other persons. The acceptance of duty is an essential part of worthy living. It can be acquired, and the school should aid children doing so.

Work accepts the achievement of significant results as superior to present entertainment or enjoyment. The process of achieving such results is not necessarily distasteful, but even if it were the value of the result justifies the process. An activity pursued for a reward, in terms of achievement or of pay, is essentially a work process.

Worthy accomplishment in spite of difficulty, persistent effort far beyond the limits of play, the cheerful doing of uninteresting things, patient gathering of materials, practice to make perfect these things are work, work of a kind for which a liking should be engendered. A life filled with such achievement may be considered as ideal.

It is to be hoped sincerely that work will persist as the basis of education, both for children and teachers. There is no more reason to encourage children to play at studying than to encourage teachers to play at teaching.

The work of the world is more important than the play of the world. May the school children be educated to take their places among the workers!

N. F.

REWARD IN THE SPRINGTIME

In the springtime come flowers and greenery, soft breezes, mildness after cold, the birds and the sunshine, and all the other lures that summon irresistibly to the out of doors. Boys and girls may play games on fresh, soft grass.

Enthusiasms long pent up may at last have an outlet. And, to cap it all, the schoolroom windows are left wide open. In the springtime education encounters a competitor that grapples on more than equal terms.

In the springtime comes a let-down in the strength of the tired teacher. The bracing air of winter carried along with a vim all the efforts of the classroom. Winter is the time for work. Even a slowly failing vitality revealed no weaknesses while its ally, the cold, stayed close at hand. But the spring is not an ally to the weary; it is a boon companion to the restless. All its counsels are to throw off restraint. The failing strength of the teacher without unlimited vitality is hard driven by the necessity to curb children as the spring fastens its grip upon them.

Skillful indeed and far-seeing is the teacher who has prepared for this crucial time. Control which has been maintained by means of suppression breaks down in the springtime. Control which has been established by building up purposefulness and co-operation in the pupils is the only substitute, in this critical time, for the teacher's own precious energy. In the fall and the winter it makes, perhaps, little difference whether pupils are governed from without or from within themselves; but in the spring it is just this, rather than anything else, that enables many a teacher to pull through.

C. S. P.

SCOUTCRAFT IN TOWN

In endeavors to make *scouts* of children who dwell in the city there are sometimes complications.

Stealthily and swiftly there recently passed along a shaded residential street in a somewhat roomy portion of a certain city a group of fair maidens of early high school age. One carried a woodcraft hatchet. One peered into a scoutcraft handbook carried open in her hand. The spectator required little imagination to perceive that, far away in the wilds of somewhere, they were being abducted through the wilderness by Indian captors, in whose despite they were making a trail over which their valorous menfolk (or was it a band of super-Amazons?) would follow and rescue them in the nick of time. Wonderful indeed is the world of imagination.

As they passed through the wilderness they deftly laid their trail. Nimble, willing hands did the service required by the fair consultant of the handbook. Conspicuous wide blazes were sharply carved into trees. Stones were carefully placed, one upon another, in the forest pathway they trod. Bits of paper (substituting perhaps for shreds torn from non-existent petticoats) were strewn to mark the way. The technique was perfect.

The only drawback (and how mundane it seems to mention it!) did not occur to the fair maidens at all. The wilderness and the forest path, alas,

were only of the realm of imagination. Really—in the prosy, stuffy world in which adults have to live—the blazed trees were on the lawns and the boulevard in front of people's homes, and the stones were taken down from fences in order to be placed in the path, and the path itself followed sidewalk and street on which prosaic citizens would soon be stubbing their toes and ruining their reputations as smooth drivers of motor cars. And a plodding city workman would have to pick up every shred of the finely torn paper. How reality does cramp our style! C. S. P.

THE NEW BOOKS ON OUR SHELVES

[The reviews, most of them signed, are by appropriate members of the Faculty of GEORGE PEABODY COLLEGE FOR TEACHERS. Our limited space necessitates concise notices—brief, pointed, thoughtful comments, without elaboration.]

Principles of Clothing Selection. By HELEN GOODRICH BUTTERICK. New York: The Macmillan Company, 1930. Pp. xiii + 219.

A revised edition of a book that has proved of value and interest to both home economic and non-home economic students for the past seven years. C. A. D.

Fads and Fallacies in Present-Day Education. By H. E. BUCHHOLZ. New York: The Macmillan Company, 1931. Pp. xiv + 200.

This series of papers is probably best characterized as a series of diatribes, though jeremiads may be a more accurate term. At any rate, there is enough of truth, if not of justice, to make the book well worth reading by school people. N. F.

Extra-Curricular Activities of High School Girls. By OLIVIA POUND. New York: A. S. Barnes & Company, 1931. Pp. viii + 97.

This little volume is to be commended because it preserves such a sensible balance between too great domination and too little direction of girl's extra-curricular activities. Particularly timely are the suggestions for administering clubs where there is a tendency for membership to be made up of "joiners." Participation in club work on a democratic basis, the author clearly points out, implies intelligent responsibility on the part of participants. C. W. K.

The School Club Program. By HAROLD D. MEYER. New York: A. S. Barnes & Company, 1931. Pp. x + 178.

This book, divided into four parts, is addressed to the schools desiring to inaugurate a club program. Steps for the organization and initiation of such a program are given. Suggestions are also given to those schools having club programs. It is a well written and timely book. D. H. C.

A Study of Biology Notebook Work in New York State. By DON O. BAIRD. New York: Bureau of Publications, Teachers College. 1930. Pp. viii + 118.

Fifty-two notebooks—one each from fifty-two New York high schools—were analyzed as to the nature and quality of the drawings, the written work, and the vocabulary used. In addition, certain information obtained by questionnaires from the co-operating teachers, principals, and pupils was compiled and studied. Some of the conclusions from these studies are interesting: "Nearly four times as much work is devoted to the study of plants as to the study of the animals and the human phase of biology . . . no notebook contains any direct reference to social hygiene . . . The subject of eugenics is avoided . . . The chief objective of notebook work is to enable pupils to meet college entrance requirements . . . It is certainly unscientific to conduct experiments and to teach biology to satisfy just one phase of the work, namely, the passing of a set examination (Regent's or College Entrance Board)." It is unfortunate that such a detailed study as Baird's should be limited to just fifty-two notebooks. Five hundred would have been more like what is needed. The method of selection of the notebooks also limits largely the value of the study in the opinion of the reviewer. J. M. S.

The Class Organization and Activities. By MARGARET ANN MACDONALD. New York: A. S. Barnes & Company, 1931. Pp. xv + 134.

A very suggestive handbook for sponsors and advisers of class unit activities in the secondary school. U. W. L.

Physical Capacity Tests. By FREDERICK RAND ROGERS. New York: A. S. Barnes & Company, 1931. Pp. viii + 50.

A worth-while contribution to the field of physical education and health in the way of tests and measurements. It should be used by educators for determining the physical capacity of pupils. A. D. B.

Making a Living. By LEVERETT S. LYON. New York: Macmillan Company, 1927. Pp. xiv + 622.

Presents in a simple way how business and professional men conduct their enterprise and the part the government plays in organized society. Emphasizes industrial rather than agricultural life. O. C. A.

The Modern Worker. By MILDRED J. WIESE AND RUTH RETICKER. New York: The Macmillan Company, 1930. Pp. xviii + 610.

Ostensibly written for the general reader or for beginning student of economics, the book excellently presents the general principles involved in our modern labor problem. O. C. A.

Federal Aid. By AUSTIN F. MACDONALD. New York: Thomas Y. Crowell Company, 1928. Pp. xii + 285.

A good brief presentation of the facts of Federal Aid and subsidies granted in its increasing participation in American civilization.

Moral Education among the North American Indians. By CLAUDE A. NICHOLS. New York: Bureau of Publications, Teachers College, 1930. Pp. v + 104.

This study presents a thorough analysis of the moral education of American Indians. The educational objectives of the different tribes are indicated. A summation chapter characterizes Indian morality and education in terms of ethical ideals. U. W. L.

Julius Rosenwald Fund Review for the Year. By EDWIN R. EMBREE. Chicago: Julius Rosenwald Fund, 1930. Pp. 31.

A report by the President of the Fund concerning its activities and expenditures for the year June 30, 1929-30. During this period the Fund expended for Negro welfare, medical services and pay clinics, general education, and child study, social studies, library service, and administration of the Chicago office a total of $1,875,655. In addition to these payments, pledges at the end of the year represented committments for future years of an additional total slightly more than five million dollars. D. H. C.

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Predicting the Scholastic Success of College Students. By CHARLES W. ODELL. Urbana: University of Illinois, 1930. Pp. 43.

The fourth and final report of a series of studies on the accuracy of predicting college success from high school records, test scores, father's occupation, etc. Results show that a prediction by means of multiple regression equations involving these various data in the best weighting is approximately 20 per cent better than a pure guess would be. The trouble is in part due to the fact that college and high school success is really measured very inaccurately. Until this inaccuracy is corrected prediction cannot reach a high point of efficiency. J. P.

Mathematics in Modern Life. By THE NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. New York: Bureau of Publications, Teachers College, 1931. Pp. ix + 195.

According to the editor "the purpose of this book is to set forth as completely as possible in the space allotted the place of mathematics in modern life." This purpose is carried out in a very excellent manner by means of ten unusually interesting articles. F. C. W.

The Cosmopolitan Evening School. By JOHN F. FRIESE. New York: The Century Company, 1929. Pp. xvii + 388.

The constantly increasing problem of adult education under public supervision is treated of in this book. The factors, nature and possibilities involved in the development of cosmopolitan evening schools are presented with detailed suggestions for their introduction and maintenance. The author has made a conspicuous success of such a school. T. T. L.

Happy Times. By SISTER MARY ESTELLE. New York: Macmillan Company, 1930.

This is the second reader of the Merry Wood Series. As in the other books of this series, the vocabulary is very carefully handled, and the stories are of real interest to children. The Manual gives rather general directions and attempts to present a lesson plan for each unit of work. None of the lesson plans make any provision for assignments. N. F.

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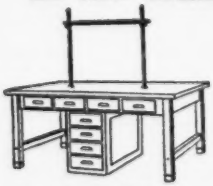

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Industrial Microscopy. By L. C. LINDSLEY. Richmond: William Byrd Press, Inc., 1929. Pp. xv + 286.

Lindsley's small book is concerned principally with chemical microscopy. It supplements Chamot's *Elementary Microscopy* by picturing crystalline precipitates whereas Chamot pictures microscopic equipment. Lindsley's biggest contribution is to methods of qualitative chemical analysis, since microscopic methods take only a few minutes instead of the slow and laborious methods still in use in most chemical laboratories. The book will be also of great value to all biologists interested, mainly in physiology, since it gives methods for analyzing minute traces of chemicals quickly. J. M. S.

Textbook of Biology. By WILLIAM MARTIN SMALLWOOD. Philadelphia: Lea and Febiger, 1930. Pp. xvi + 469.

This sixth edition of a popular textbook in biology follows very much the plan of its predecessors. Some work previously given on plants is omitted. Additional material is given on the more important phylla of the invertebrates. The plan is to start with the frog and compare man with this vertebrate. Physiography is stressed. No other vertebrates are considered except incidentally. There is a section on theoretical consideration in which among other things evolution is treated. On the whole this is an excellent textbook for use where the frog is studied early in the course and in detail.

J. M. S.

Elements of Accounting. By R. EMMETT TAYLOR AND RICHARD N. OWENS. New York: The Macmillan Company, 1930. Pp. x + 518.

The book presents the elementary principles of bookkeeping and accounting. Written for beginning students. O. C. A.

The Indians in Winter Camp. By THERESE O. DEMING. Chicago: Laidlaw Brothers, 1931. Pp. 126.

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Human Learning. By EDWARD L. THORNDIKE. New York: The Century Company, 1931. Pp. 206.

This book is a simple and somewhat popular statement chiefly of the author's own recent work on human learning. In this work Thorndike has obtained results—anticipated, however, in other laboratories—which cause him to reverse some of his earlier views and theories, still widely quoted by his own students and others in works on practical education. He still holds to his earlier theory of "annoyers" and "satisfiers." The data are presented in a form that is comprehensible to the non-statistically minded (or trained) reader. The book is worth careful study by all educators, especially by those who have not kept abreast of recent experimental psychology of learning. A fuller presentation is promised for the experts. J. P.

Diagnostic and Remedial Teaching in Arithmetic. By LEO J. BRUECKNER. Philadelphia: The John C. Winston Company, 1930. Pp. ix + 341.

This is not a treatise on the whole subject of arithmetic teaching. It deals intensively with only one phase of instruction, namely, the techniques for diagnosing pupil difficulties in arithmetic, and the remedial exercises, determined by experiment, that will eliminate these difficulties.

The author has done in an unusually efficient manner what he has set out to do. It is modern, helpful, and complete. Every teacher of arithmetic in the elementary grades should own a copy of this book. D. H. C.

Individual Arithmetic, Books One to Twelve. By CARLETON WASHBURNE AND OTHERS. Yonkers: World Book Company, 1930.

This arithmetic consists of a series of twelve self-instructive, self-corrective booklets for grades 1 to 6, accompanied by test books containing complete, diagnostic tests on every element taught, and correction books providing remedial exercises to which all diagnostic tests are keyed.

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Teaching the Child to Read. By SAMUEL WHITE PATTERSON. Garden City: Doubleday, Doran and Company, 1930. Pages xii + 524.

This is a book designed as a text for courses on the teaching of reading. The first part gives a general discussion of the importance and nature of the reading process. It is followed by a treatment of the techniques of reading, beginning with the first grade and continuing through the junior high school grades. The book is rich in illustrative material, and the suggested topics for study and reports are stimulating. The specific references and citations are helpful, and the bibliography is good. N. F.

Vocational Civics. By HOWARD C. HILL. Boston: Ginn & Company, 1928. Pp. xv + 365.

A good beginning text emphasizing economies and vocational civics in connection with a presentation of a study of the occupations. This should prove of decided help in school programs of vocational guidance. T. T. L.

Powder Puff. By ALVIN M. PETERSON. Milwaukee: The Bruce Publishing Company, 1930. Pages 104.

This story of a cotton-tail rabbit is of about third grade reading difficulty. The story is interesting to children and is well told. N. F.

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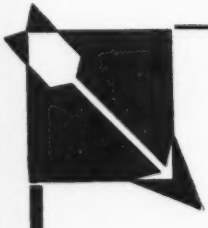

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